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ABSTRACT

The Elmira College Performance Education Program consists of a series of learning experiences which are designed to help students become successful beginning teachers. The program originated from a systems analysis of the tasks of a teacher. The goals of the program are the demonstration by the graduate of the following: (a) that the pupils with whom he works will demonstrate on a mastery level the skills of effective communication; (b) that the pupils with whom he works will successfully identify and solve at a mastery level both real and simulated problems; (c) that the pupils with whom he works will successfully complete at a mastery level the agreed on learning goals which have been defined with the teacher through the use of data obtained from individual diagnosis of the student's needs and feelings; (d) that the pupils with whom he works will demonstrate mastery of the functional literacies of reading, computation, writing, and reasoning. The program contains 22 instructional subunits, including units on microteaching, human relations, group processes, diagnosis and assessment of pupil's needs and feelings, specifying instructional objectives, contracting, and programing. For each unit the following information is given: terminal objectives, introduction, enabling objectives, and subsequent evaluation. (JA)

ED 095190

ELMIRA COLLEGE

PERFORMANCE EDUCATION PROGRAM

Contributors:

Frank Brady
Frances Dalmolen
Jim Gray
Sue Harrell
Becky Leigh
Harry Price
Sid Mann
Charlotte Mappus

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1974 -- 1975

SP 008 372

INTRODUCTION

The Elmira College Performance Education Program consists of a series of learning experiences which are designed to assist the Elmira College students to become successful beginning teachers. The program originated from a systems analysis of the tasks of a teacher. It currently reflects some very specific assumptions which are based upon the educational philosophy, educational psychology and experiental backgrounds of the Education Faculty. Many valuable contributions in the form of ideas and procedures have results from the efforts of the members of the Southern Tier Trial Project. The current program reflects the competency-based teacher education movement within the State of New York.

The assumptions and principles which form the basis of the Performance Education Program are as follows:

We believe...

....in the development of human potential.
....people have a need for acceptance and a need to achieve.
....learning meets the foregoing needs.
....people must learn how to learn and that a commitment to life-long learning must be fostered.
....individuals possess different learning styles and that learning occurs in a variety of places and in a variety of ways.
....learning is exciting and that exciting learning can be pleasant and joyful.
....the classroom is one place for learning and that the teacher is a prime facilitator of learning.
....learning is not done for the teacher but for the learner.

We believe that our students are a composite of their past experience and learning and that our task is to assist them in using their best characteristics for a specific purpose: to engender learning in the pupils with whom they work. We believe we are responsible for assisting our students in developing life-long goals and values which will enable them to achieve satisfaction from helping others learn.

Program Goals:

The current goals for the Performance Education Program are contained in the following statements. It is our desire to move our graduates to a position where they will be able to demonstrate at a mastery level each of the following goals.

1. Each graduate will demonstrate that the pupils with whom he works will demonstrate on a mastery level the skills of effective communication including: to give and receive feedback; to express opinions even when in a minority; to ask questions as

soon as they are aware of them; to express written and oral opinions and ideas so that others can accurately restate them; to express themselves in both writing and speaking at the accepted level for their age; to give and receive non-verbal messages that are consistent with verbal ones and to check non-verbal messages for accuracy; to self-evaluate with honesty; to communicate with individuals, small groups and large groups.

2. Each graduate will demonstrate that the pupils with whom he works will successfully identify and solve at a mastery level both real and simulated problems. The pupils will identify the difference between "what is" and "what should be". They will list and assess available resources. They will develop and evaluate alternative procedures to decrease the gap between the "real" and the "ideal" and they will look at the possible consequences of the determined procedures. They will use data generated on the resource available to select an action procedure. They will do the procedure. They will evaluate the results and re-cycle if necessary. They will learn to tolerate ambiguity.

3. Each graduate will demonstrate that the pupils with whom he works will successfully complete at a mastery level the agreed upon learning goals--personal, social and academic--which have been defined with the teacher through the use of data obtained from individual diagnosis and assessment of the student's needs and feelings.

4. The graduate will demonstrate that the pupils with whom he works will demonstrate mastery of the functional literacies of reading, computation, writing and reasoning.

Mastery level is defined according to Bloom: that is, 90% of the group involved will complete a task at a level of 90% and they will do this 90% of the time. Evaluation will take place during student teaching and will be done by observation.

<u>How do students prepare to meet these goals</u>?

The members of the Education Faculty at Elmira College believe that each student's total college experience will provide assistance in meeting the goals of the Performance Education Program. The Instructional Sub-Units are designed to provide a variety of experiences which will assist individuals to meet portions of the goals. The Field Experience program provides an opportunity for students to test some of the requirements before student teaching. Independent Study is another means for designing learning experiences which will lead to developing competency in the broad areas. It is strongly urged that students who wish to enter the teaching profession consult with their advisor or a member of the Education Faculty to plan a program of study early in their collegiate career.

INSTRUCTIONAL SUB-UNITS

1974-1975

1. Microteaching: Introduction to Microteaching and Creating Student Involvement
2. Microteaching: Response Repertoire
2A. Microteaching: Increasing Student Participation
3. Microteaching: Questioning Skills
3A. Microteaching: Presentation Skills
5. Human Relations
6. Group Processes
7. Diagnosis and Assessment of Pupil's Needs and Feelings
8. Specifying Instructional Objectives
9. Current Issues in Education
10. Instructional Simulation and Academic Games
12. Contracting
13. Programing
14. Educational Research and Problem Solving
15. Attitudes and Values in the Learning Process
16. Learning Styles
17. The Learning Environment, Cognitive Functioning, and the Teaching Process
19. Knowledge of the Taxonomy of Educational Objectives
20. Evaluation: Basic Concepts
21. Evaluation: Test Construction
22. Evaluation: Reporting

23. Role Playing and Socio-Drama

24. Instructional Technology

25. Creativity

26. Instructional Packets

27. Curriculum -- Subject Matter-- Elementary Education

28. Secondary Academic Curriculum

29. Professional Information

32. Classroom Management

33. Special Services School and Community

34. Use of Referents and Organizing Centers

38. Knowledge of Career Education

39. Application of the Comprehensive Career Education Model

40-45 Student Teaching as Problem Solving

INSTRUCTIONAL SUB-UNIT # 1

Microteaching: Peer and Simulated -- Introduction to Microteaching and Creating Student Involvement

(Required)

TERMINAL OBJECTIVE:

The student will be able to demonstrate basic knowledge of microteaching via simulated teaches which incorporate the skill cluster Creating Student Involvement (set induction, stimulus variation, closure). The final evaluation will be based on the successful use of a combination teach to the satisfaction of the instructor.

INTRODUCTION:

Microteaching is an abbreviated teaching experience that allows for maximum feedback. The trainee delivers his lesson to a small group of pupils (four or five) for a short time (five to ten minutes). In the lesson, the trainee concentrates on practicing a particular skill that he is seeking to improve as an effective classroom tool.

Feedback comes from several sources: a supervisor's critique, the evaluation of the trainee by the pupils, the trainee's self-appraisal, and the videotape playback of the trainee's performance.

After the critique, the trainee re-teaches the lesson with a different group of students, revising his presentation to reflect the suggestions he has received.

Set induction is creating a mood in the classroom conducive to a certain learning experience. The trainee needs to practice an interesting way of introducing the lesson and establishing common frames of reference between trainee and pupils.

In stimulus variation the trainee uses both verbal and non-verbal techniques to stimulate pupils. The trainee practices varying his classroom behavior in order to keep pupils attentive and alert.

Closure is a means by which the trainee helps the pupils to comprehend the organization of the main ideas and information presented in the lesson. An act of pulling together the major points, closure is complementary to set induction. It provides a link between past and new knowledge, and it helps the pupil gain a feeling of achievement.

ENABLING OBJECTIVE #1

The student will acquire basic knowledge of micro-teaching, set induction, stimulus variation, and closure.

Materials -- Refer to Generic Bibliography

EVALUATION

Evaluation will be based on participation in a group discussion with instructor.

ENABLING OBJECTIVE #2

The student will perform, in a micro-teaching situation, his ability to use set induction as a classroom skill.

Materials -- Refer to Generic Bibliography; See also model lesson plan at end of unit.

EVALUATION

Successful completion of micro-teach to satisfaction of instructor

ENABLING OBJECTIVE #3

The student will perform, in a microteaching situation, his ability to use stimulus variation as a classroom skill.

Materials -- Refer to Generic Bibliography; See also model lesson plan at end of unit.

EVALUATION

Successful completion of micro-teach to satisfaction of instructor

ENABLING OBJECTIVE #4

The student will perform, in a micro-teaching situation, his ability to use closure as a classroom skill.

Materials -- Refer to Generic Bibliography; See also model lesson plan at end of unit.

EVALUATION

Successful completion of micro-teach to satisfaction of instructor

ENABLING OBJECTIVE #5

The student will perform a combination teach which MUST include set induction, stimulus variation, and closure.

EVALUATION

Successful completion of combination teach to satisfaction of instructor.

MODEL LESSON PLAN FOR SET INDUCTION

Objectives of the Microteach

The teacher will be able to use the skills involved in set induction to enable students to meet the following objective:

Objective of the student

As a result of examining a model of an authentic colonial schoolhouse, the student will show his interest in discovering more about colonial school houses by carrying out further independent investigations.

Plans for Teaching the Objective

To Show	To Discuss
1. The schoolhouse	1. How was it built? 2. Type of windows 3. Furniture 4. Heating 5. Studies 6. Discipline

Final Discussion	How Students Can Apply
Summarize by comparing to present day schools	Importance of beginning of schools in America and how educational system has developed since then. Preparation for life in colonial day as compared to life today.

Teacher's Name _____

MICROTEACHING EVALUATION: SET INDUCTION

Suggested Questions for Observers:

1. Did the set induction include the objectives of the lesson? _____
   What were they?

2. Were past experiences and knowledge of students included? _____
   How effectively and in what ways? 1 2 3 4 5
   (1 - ineffective; 5 - very effective)

3. Was the referent novel or ordinary? 1 2 3 4 5
   (1 - ordinary; 5 - very novel)

   How might it better have been used or what could have been substituted for it?

4. Was the referent useful in both capturing and holding the students' attention and interest? 1 2 3 4 5

5. How might the teacher better have introduced the lesson and gained the attention and interest of the class?

ADDITIONAL OBSERVATIONS AND SUGGESTIONS:

OBSERVER _____

DATE _____

TEACH/RETEACH (Underline One)

MODEL LESSON PLAN - STIMULUS VARIATION

Objective of the Microteach

The teacher will be able to use skills involved in stimulus variation to enable students to meet the following objective:

Objective of Student

Provided with an environment of a simulated space ship the student will be able to emphasize with and articulate the feeling of astronauts which might occur during a flight into space.

Plans for Teaching the Objectives

To Show	To Discuss
1. Use of lights and sound (Instruments on ship)	1. Activities of astronauts before flight.
2. Slide tape program of space flight.	2. Description of interio of simulated space shi
3. Charts and referents	3. What pupils expect to see and do on the trip
	4. Description of feeling of astronauts on fligh

Final Discussion	How Students Can Apply
Review of feelings after simulated flight (discussing tape and slides)	Apply to events at NASA an implications for future space trips for citizens.

Teacher's Name _____

MICROTEACHING EVALUATION: STIMULUS VARIATION

Suggested Questions for Observers:

1. Did arm, body and facial movements and expressions coordinate with the lesson? 1 2 3 4 5 (1 - not well; 5 - very well)

2. What novel stimuli were observed?

3. Was silence used at all? ____ If so, was it used effectively?
1 2 3 4 5

4. Was voice quality adapted to the lesson? 1 2 3 4 5

5. Was pupil interaction fostered? 1 2 3 4 5
Through what methods?

MODEL LESSON PLAN FOR CLOSURE

Objective of the Microteach

The teacher will be able to use skills involved in Closure to enable students to meet the following objectives:

Objective of the Student

After examining a model of a Cape Cod early Colonial home and using previously gained knowledge, students will be able to orally summarize the characteristics of the home and state how adaptations have been made in some modern American homes.

Plans for Teaching the Objective

To Show	To Discuss
Model of a colonial home (exterior and interior), slides of Plymouth, picture of modern adaptation of Cape Cod cottage.	1. Usually homes were made from materials easily obtained. 2. Simplicity was important. 3. Space was at a premium so settlers learned to make the most of it. 4. We have used many ideas in modern homes and that Early American homes are still popular. 5. We can see replicas of restored villages (Plymouth)

Final Discussion	How Students Can Apply
(The Closure is the final discussion)	Count homes in neighborhood that some characteristics of a Cape Cod. Look for objects in home that are either antiques or copies from Early America.

Teacher's Name _____

MICROTEACHING EVALUATION: CLOSURE

Suggested Questions for Observers:

1a. Did the teacher plan a clear and concise closure? _____
1 2 3 4 5 (1 - not clear & concise; 5 - very clear & concis

1b. Could you identify the steps that the teacher included in the review? _____ 1 2 3 4 5 (1 - not able to identify; 5 - easily identified)

2. How did the teacher connect new concepts with previous knowledge?

3. How did the teacher show the pupils that the knowledge might be valuable to them in the future?

4. How effectively was repetition used in the closure?
1 2 3 4 5 (1 - not very effective; 5 - very effective)

5. Did students participate in the closure? _____ How?

ADDITIONAL OBSERVATIONS AND SUGGESTIONS:

OBSERVER _____
DATE _____
TEACH/RETEACH (Underline one)

MICROTEACHING

GENERIC BIBLIOGRAPHY

Vimcet Series

The Prentice-Hall Teacher Competency Development System

Reserve Materials

Curriculum Collection

Dial Access Group

General Learning Corporation Booklets (Reserve)

Video Tape Materials

Card Catalog: Subject areas: Microteaching
Authors: Ryan; Olivero, et al.

Division of Education

Instructors

Graduate Assistants

Senior Fellows

Materials therein

Periodicals: particularly Instructor

Eric Library

Microfilm Library

INSTRUCTIONAL SUB-UNIT # 2

Microteaching: Peer and Simulated -- Response Repertoire

TERMINAL OBJECTIVE:

The student will be able to demonstrate basic knowledge of microteaching via simulated teaches which incorporate the skill cluster Response Repertoire (verbal responses, non-verbal responses, and verbal and non-verbal responses). The final evaluation will be based on the successful use of a combination teach to the satisfaction of the instructor.

INTRODUCTION:

Verbal responses are designed to help trainees broaden their repertoire of responses to various situations in order to communicate more effectively with pupils. In this skill the trainee reads statements he might make in a classroom and gives at least three different meanings to each statement. The trainee also practices the effects of varying inflections.

The trainee then practices several non-verbal responses (e.g., facial expressions and gestures) and the different feelings he wishes to convey. Using combination of non-verbal techniques, he tries to convey his feelings. Essentially, this is an exercise in pantomine.

In the verbal and non-verbal responses exercise, the trainee begins with non-verbal responses. He then repeats oral statements made in his practice of verbal responses, this time combining appropriate non-verbal responses with his remarks.

Reinforcement is an incentive used by the trainee to reward pupils for proper behaviors. The trainee uses positive reinforcement to increase student participation.

Recognizing attending behavior is a skill designed to alert the trainee to what is going on in his classroom by training him to observe the cues his pupils present. By observing their facial expressions, body postures, and how they work or do not work, the trainee can tell a great deal about his pupils' interest level and attention span. From these cues the trainee can make judgements about whether to continue the activity, change it, or use a different mode of instruction. Recognizing attending behavior is a prerequisite for almost any kind of classroom decision.

Silence and non-verbal cues are designed to allow the trainee to direct classroom discussions without talking. Non-verbal communication is one of the most neglected means of teacher-

student interaction, but one of the most powerful. The trainee can practice the use of silence by getting pupils to speak, making use of gestures to elicit student response.

ENABLING OBJECTIVE #1

The student will perform, in a micro-teaching situation, his ability to use verbal responses as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE #2

The student will perform, in a micro-teaching situation, his ability to use non-verbal responses as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE #3

The student will perform, in a micro-teaching situation, his ability to use verbal and non-verbal responses as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE # 4

The student will perform a combination teach which MUST include verbal responses, non-verbal responses, and verbal and non-verbal responses.

EVALUATION

Successful completion to the satisfaction of the instructor.

Teacher's Name _____

MICROTEACHING EVALUATION: VERBAL, NON-VERBAL, AND VERBAL AND NON-VERBAL RESPONSES

Suggested Questions for Observers:

1. Check the response repertoire skills which you were able to identify in the teacher's lesson. Give an example of each.

   _____ Verbal Responses
   _____ Non-Verbal Responses
   _____ Verbal and Non-Verbal Responses

2. Did the teacher attend the pupils' verbal and non-verbal responses? _____.

3. What evidence was there that the teacher was aware of pupils' verbal and non-verbal responses? _____

4. Did the teacher discover anyone who had difficulty but who did not ask questions? _____

5. Did the teacher make use of good eye contact? 1 2 3 4 5
   (1 - poor eye contact;
   5 - good eye contact)

INSTRUCTIONAL SUB-UNIT # 2A

Microteaching: Increasing Student Participation

TERMINAL OBJECTIVE

The student will be able to demonstrate basic knowledge of microteaching via simulated teaches which incorporate the skill cluster Increasing Student Participation (reinforcement, cueing, non-verbal cueing, and recognizing attending behavior). The final evaluation will be based on the successful use of a combination teach to the satisfaction of the instructor.

INTRODUCTION:

Verbal responses are designed to help trainees broaden their repertoire of responses to various situations in order to communicate more effecitvely with pupils. In this skill the trainee reads statements he might make in a classroom and gives at least three different meanings to each statement. The trainee also practices the effects of varying inflections.

The trainee then practices several non-verbal responses (e.g., facial expressions and gestures) and the different feelings he wishes to convey. Using combination of non-verbal techniques, he tries to convey his feelings. Essentially, this is an exercise in pantomine.

In the verbal and non-verbal responses exercise, the trainee begins with non-verbal responses. He then repeats oral statements made in his practice of verbal responses, this time combining appropriate non-verbal responses with his remarks.

Reinforcement is an incentive used by the trainee to reward pupils for proper behaviors. The trainee uses positive reinforcement to increase student participation.

Recognizing attending behavior is a skill designed to alert the trainee to what is going on in his classroom by training him to observe the cues his pupils present. By observing their facial expressions, body postures, and how they work or do not work, the trainee can tell a great deal about his pupils' interest level and attention span. From these cues the trainee can make judgements about whether to continue the activitiy, change it, or use a different mode of instruction. Recognizing attending behavior is a prerequisite for almost any kind of classroom decision.

Silence and non-verbal cues are designed to allow the trainee to direct classroom discussions without talking. Non-verbal communication is one of the most neglected means of teacher-

student interaction, but one of the most powerful. The trainee can practice the use of silence by getting pupils to speak, making use of gestures to elicit student response.

ENABLING OBJECTIVE # 1

The student will perform, in a microteaching situation, the ability to use reinforcement as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of microteach to the satisfaction of the instructor.

ENABLING OBJECTIVE # 2

The student will perform in a microteaching situation, the ability to use cueing as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the microteach to the satisfaction of instructor.

ENABLING OBJECTIVE # 3

The student will perform, in a microteaching situation, the ability to use non-verbal cueing as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the microteach to the satisfaction of instructor.

ENABLING OBJECTIVE # 4

The student will perform, in a microteaching situation, the ability to recognize attending bheavior as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the microteach to the satisfaction of the instructor.

ENABLING OBJECTIVE # 5

The student will perform a combination teach which MUST include reinforcement, cueing, non-verbal cueing, and recognizing attending behavior.

EVALUATION

Successful completion of combination teach to satisfaction of instructor.

Teacher's Name _____

MICROTEACHING EVALUATION: REINFORCEMENT

Suggested questions for observers:

1. When a student answered a question correctly or asked a good question, did the teacher reward him with such words as "Fine," "Good," "Excellent?" 1 2 3 4 5
   (1 - poor use of rewards; 5 - good use of rewards)

2. What non-verbal cues (e.g., a smile or a nod of the head) did the teacher use to encourage his students?

3. When a student gave an answer that was only partially correct, did the teacher give him credit for the correct part?
   1 2 3 4 5 (1 - frequently; 5 - never)

4. Did the teacher ever refer to the positive aspects of a student's previous response? _____

Teacher's Name _____

MICROTEACHING EVALUATION: CUEING

Suggested Questions for Observer:

1. Did the teacher give students enough time to think of answers to questions? 1 2 3 4 5
   (1 - too much, or too little time: 5 - enough time)

2. Did the teacher give enough hints to help students answer questions? _____

Teacher's Name _____

MICROTEACHING EVALUATION: NON-VERBAL CUES

Suggested Questions for Observers:

1. Did the teacher allow the students to do most of the talking?
   1 2 3 4 5 (1 = teacher did most of the talking;
   5 - students did most of the talking)

2. Did the teacher remain quiet after asking a question, thus allowing the student time to think about his answer?
   1 2 3 4 5 (1 - not enough time; 5 - enough time)

3. Did the teacher communicate with facial expressions, gestures, and body movements? _____

4. Was the teacher able to direct and control the discussion without speaking very often? 1 2 3 4 5
   1 - teacher spoke too often; 5- teacher did not speak often)

5. Was the teacher attentive? _____. Did the teacher seem interested in what the students had to say? _____

6. Did the teacher make an effort to include as many students as possible in the discussion? _____

Teacher's Name _____

MICROTEACHING EVALUATION: RECOGNIZING ATTENDING BEHAVIOR

Suggested Questions for Observers:

1. Check the category which best describes each student's attending behavior during the lesson. Also list specific behaviors you saw for each student. Code: A - all of the time; M-most of the time; U - undecided; S - some of the time: N - none of the time.

STUDENT	A	M	U	S	N	SPECIFIC BEHAVIORS
1.						
2.						
3.						
4.						
5.						

INSTRUCTIONAL SUB-UNIT # 3

Microteaching: Questioning Skills

TERMINAL OBJECTIVE

The student will be able to demonstrate basic knowledge of micro-teaching via simulated teaches which incorporate the skill cluster Questioning Skills (fluency in asking questions, probing questions, higher order questioning, and divergent questioning). The final evaluation will be based on the successful use of a combination teach to the satisfaction of the instructor.

INTRODUCTION

Tc practice fluency in asking questions, the trainee tries to ask as many logical and relevant questions as possible during the lesson. Mastery of this skill provides a new teaching technique for the trainee who tends to depend too heavily on the lecture method in making his classroom presentations. He begins to develop a dialogue with his pupils.

Probing questions require that trainees ask questions that require pupils to go beyond superficial (first-answer" responses. The trainee should practice probing by (1) asking the pupil for more information and meaning; (2) requiring the pupil to rationally justify his response; (3) re-focusing the pupil's attention on a related issue; (4) prompting the pupil or giving him hints; and (5) bringing other pupils into the discussion by getting them to respond to the first pupil's answer.

Higher-order questions are defined as questions that cannot be answered from memory or simple sensory description. They call upon the pupil to draw his own conclusions. A "good" higher-order question prompts students to use ideas rather than just to remember them.

Divergent questions are usually open-ended and have no single correct answers. They require the students to think creatively, to leave the comfortable confines of the known, and to reach out into the unknown.

ENABLING OBJECTIVE # 1

The student will perform in a micro-teaching situation, the ability to use fluency in questioning as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE # 2

The student will perform, in a micro-teaching situation, the ability to use probing questions as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE # 3

The student will perform, in a micro-teaching situation, the ability to use higher order questioning as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of instructor.

ENABLING OBJECTIVE # 4

The student will perform, in a micro-teaching situation, the ability to use divergent questioning as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of the micro-teach to the satisfaction of the instructor.

ENABLING OBJECTIVE # 5

The student will perform a combination teach which MUST include fluency in questioning, probing questions, higher order questioning, and divergent questioning.

EVALUATION

Successful completion of the combination teach to the satisfaction of instructor.

Teacher's Name _____

MICROTEACHING EVALUATION: QUESTIONING SKILLS

Suggested Questions for Observers:

1. Check the questioning techniques you were able to identify in the teacher's lesson. Give an example of each.

   _____Fluency in asking questions
   _____Probing questions
   _____Higher Order Questions
   _____Divergent Questions

2. Did the teacher ask many, few, or an average number of questions?

3. Who did most of the talking during the lesson -- the teacher or the students?

4. Did the teacher ask questions that brought students into the discussion by encouraging them to respond to other students' answers? 1 2 3 4 5 (1 - infrequently; 5 - frequently)

5. Were the teacher's questions interesting or dull?
   1 2 3 4 5 (1 - dull; 5 - very interesting)

6. Did the teacher's questions sometimes make the students feel uncomfortable? _____ Were the students ever unsure of what the teacher wanted? _____ When? _____

INSTRUCTIONAL SUB-UNIT # 3A

Microteaching: Presentation Skills

TERMINAL OBJECTIVE

The student will be able to demonstrate basic knowledge of microteaching via simulated teaches which incorporate the skill cluster Presentation Skills (use of examples, planned repetition, lecturing, and completeness of communication). The final evaluation will be based on the successful use of a combination teach to the satisfaction of the instructor.

INTRODUCTION

Some of the successful techniques of lecturing are delivery techniques, use of audio-visual materials, set-induction, pacing, closure, and planned repetition. The trainee must know when it is effective to lecture and how to lecture.

Examples are necessary to clarify, to verify, and to substantiate concepts. Both inductive and deductive uses of examples can be effective in teaching. Uses of examples may include the following: (1) starting with simple examples and progressing to more complex ones; (2) starting with examples relevant to pupils' experience and knowledge; (3) relating examples to principles or ideas being taught; (4) checking to see if the objectives of the lesson have been achieved by asking students to give examples that illustrate the main point; (5) the use of analogies and metaphors to relate the known to the unknown.

The purpose of planned repetition is to clarify and reinforce major ideas, key words, principles and concepts in a lecture or discussion. The use of planned repetition is a powerful technique in focusing and highlighting important points and describing them from a different point of view.

Completeness of communication is sensitivity training on the importance and difficulty of being understood. The trainee must be a practitioner of clear communication in the classroom.

ENABLING OBJECTIVE #1

The student will perform, in a microteaching situation, the ability to use examples as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of microteach to the satisfaction of instructor.

ENABLING OBJECTIVE #2

The student will perform, in a microteaching situation, the ability to use planned repetition as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of microteach to the satisfaction of instructor.

ENABLING OBJECTIVE #3

The student will perform, in a microteaching situation, the ability to use lecturing as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of microteach to the satisfaction of instructor.

ENABLING OBJECTIVE #4

The student will perform, in a microteaching situation, the ability to use completeness of communication as a classroom skill.

Materials: Refer to Generic Bibliography

EVALUATION

Successful completion of microteach to the satisfaction of instructor.

ENABLING OBJECTIVE #5

The student will perform a combination teach which MUST include use of examples, planned repetition, lecturing, and completeness of communication.

EVALUATION

Successful completion of combination teach to the satisfaction of instructor.

Teacher's Name _____

MICROTEACHING EVALUATION: USE OF EXAMPLES

Suggested Questions for Observers:

1. Which approach, inductive or deductive, did the teacher use? _____ Was it appropriate for the lesson? _____

2. Did examples progress successively from simple to complex? _____

3. Was the objective of the lesson conducive to the use of examples? 1 2 3 4 5 (1 - not conducive; 5 - very conducive)

4. Were the examples related to the experiential background and age level of the students? 1 2 3 4 5 (1 - poorly related; 5 - well related)

5. Were the examples clear? 1 2 3 4 5 That is, could the students generalize from the examples or did the teacher have to bring them to the higher plane? (1 - unclear; 5 - very clear)

MICROTEACHING EVALUATION: PLANNED REPETITION

Suggested Questions for Observers:

1. Once the teacher had introduced new ideas, did he repeat them during the lesson? _____

2. If so, did the repetition of the ideas help the students remember them? _____

3. Did the teacher summarize the main ideas at any time during the lecture? _____

4. Did the teacher bore students by repeating ideas too often?
   1 2 3 4 5 If so, give an example.
   (1 - not boring; 5 - very boring)

Teacher's Name _____

MICROTEACHING EVALUATION: LECTURING

Suggested Questions for Observers:

1. Was a good device used to introduce the lecture? _____ What was it?

2. Would the lecture aid the students in better learning, remembering, and relating the information presented? _____ If so, how?

3. Did the teacher move from the known to the unknown?
   1 2 3 4 5 (1 = ineffectively; 5 - effectively)

4. Did the students' interest wane during the lecture? _____ If so, why?

5. If not, what specific techniques were used to hold their interests?

Teacher's Name _____

MICROTEACHING EVALUATION: COMPLETENESS OF COMMUNICATION

Suggested Questions for Observers:

1. Were there carefully planned steps to be followed? _____ Were they reasonably related to the task at hand and were they sequential? _____ How could they have been improved?

2. Was teacher's attending behavior (to both verbal and non-verbal use) evident? 1 2 3 4 5 (1 - not evident; 5 - very evident)

3. Was the vocabulary of the instructor simple enough for (a) the grade level and (b) following sequential directions? 1 2 3 4 5 (1 - poor vocabulary selection; 5 - good vocabulary selection)

4. If you or others were confused, did the teacher spot the difficulty and take steps to remedy it? _____ if so, what steps were taken? Were they effective?

5. Was enough time given students to complete the task assigned? _____ Did the teacher seem at ease or nervous in his role of direction of the task (allowing people to develop or hurrying them along)? 1 2 3 4 5 (1 - at ease; 5 - very nervous)

INSTRUCTIONAL SUB-UNIT #5

HUMAN RELATIONS SKILLS
(Required)

GOAL:

The trainee will acquire the knowledge and experience skills needed to become aware of the relationships of body to mind, of himself to others, and of himself to his environment.

INTRODUCTION:

Education is a highly developed institution in a very complex societal system. A teacher is a human component who operates within this system. The individual, however, does not operate solely within himself. He also operates in a world in which he relates with other people.

1. The individual is seen as a complex, intrapersonal system consisting of also complex subsystems. Potential examples of intrapersonal subsystems would be the ability system, the anxiety system, the attentional, the self-concept or self-evaluative system, and the physical system.

2. This same individual also operates in an interpersonal system of which he is but a part. This interpersonal system consists of, for example, two individuals or two intrapersonal systems. These two individuals may choose to relate in a more or less total fashion and then their intrapersonal systems may have to relate totally. On the other hand, they may choose to relate on only a few or even a single area and thus only one part of their intrapersonal systems comes into contact with the other.

3. Intrapersonal and interpersonal systems and subsystems relate in a highly involved and complex fashion. The more individuals who enter the total interpersonal system, the more complex the pattern of interactions.

The phrase "Human Relations" as used in this sub-unit is defined as behaviors exhibited in relation to self and other individuals, and in relation to groups. Any human relations behavior represents a value decision; to behave means to decide. Decision making implies three phases of activity: (1) A problem is defined; one must concentrate or attend to the relevant facts and experiences of the situation. In human relations we might consider the issues involved when a pupil approaches a teacher and seeks help for a personal problem. The teacher must concentrate or attend to the pupils, both his verbal and non-verbal behaviors to define the problem. For the goal of the teacher is to assist the pupil in understanding his problems and as many alternative solutions to it as possible. (2) Consideration of alternative solutions to the problem (flexibility). This step represents "Divergent thinking" and is closely allied to concepts

of creativity. Once a problem is defined, it is essential that as many alternative solutions as possible be considered. In the case of the pupil seeking personal assistance, the teacher should help the pupil develop as many alternative solutions to his problem and even suggest several that the pupil cannot see. (3) A decision is made to commit oneself to what is seen as the most likely alternative as a solution to the problem. The teacher would reinforce the alternative selected by the pupil and would endeavor to make sure that the pupil clearly understood the alternative. At subsequent meetings the teacher would continue to reinforce the decision and to obtain feedback to see if the pupil had applied the alternative solution and if a behavior change had occurred. Important and effective decision making or "convergent thinking" is the ability to reflect constantly on the decision made and to be able to change ones mind should additional evidence become available.

NOTE:

This sub-unit is one which requires the participation of each student in each of the six weekly sessions under the direction of the instructor. Two or more absences constitute unsatisfactory performance in this sub-unit.

OBJECTIVE I (This sub-unit should be offered in 1 1/2 hour blocks.)

The student will introduce himself to others in the group by personally confronting each individual and verbally explaining who he is.

Having completed the initial session each student will have introduced a stranger whom he has interviewed to a group of six other strangers so that the person who is being introduced agrees with the accuracy of the introduction. Such an introduction should contain more about the person than name , hometown, and etc.

INSTRUCTIONAL ALTERNATIVES

Attend class session where instructor will direct affective learning experiences.

EVALUATION

Self evaluation

OBJECTIVE II

Having completed the second session each student will be able to paraphrase what he has just heard in a discussion so that the original speaker agrees that the paraphrasing is accurate. Each student will also have some information about how well he listens to other people.

INSTRUCTIONAL ALTERNATIVES

Attend class session where instructor will direct affective learning experiences.

EVALUATION

Feedback from person whose statements are being paraphrased and personal self evaluation.

OBJECTIVE III

Each participant will be able to explain the Johari Window to someone in the class so that they understand it.

INSTRUCTIONAL ALTERNATIVES

1. Attend mini lecture during class session.
2. Read - Reaching Out

EVALUATION

Feedback from group member.

OBJECTIVE IV

Each student will explain the concept of feedback and verbally state the conditions under which effective feedback occurs so that another student agrees with him.

INSTRUCTIONAL ALTERNATIVES

1. Attend mini lecture by instructor given in class OR
2. Read handout on Feedback

EVALUATION

Responses from other students or instructor.

OBJECTIVE V

In a class setting each student will give and receive feedback from other students.

INSTRUCTIONAL ALTERNATIVES

Participate in feedback exercise during class period.

EVALUATION

Self evaluation

OBJECTIVE VI

Each student will experience the feeling of responsibility as well as his feelings of trust in another by participating in a trust walk exercise.

INSTRUCTIONAL ALTERNATIVES

1. Participate in classroom directed learning activities.
2. Read and participate in "Trust Walk" exercise in: Pfeiffer and Jones Handbook of Structured Experiences for Human Relations Training.

EVALUATION

Self evaluation and feedback from partner.

OBJECTIVE VII

Each student will join with seven others to form a group of eight. This group will be formed by following specific directions from the instructor and will serve as the working group for sub-unit #6.

INSTRUCTIONAL ALTERNATIVES

Classroom participation in instructor designed team building session.

EVALUATION

Existence of groups of eight individuals.

BIBLIOGRAPHY

L.P. Bradford, J.R. Gibb & K.D. Benne (eds) T-Group Theory and Laboratory Method.

W.C. Schutz, Joy, Expanding Human Awareness

Pfeiffer and Jones, Handbook of Structured Experiences for Human Relations Training,

Josephson, Reaching Out, Prentice Hall Inc., 1972.

Max Burnbaum, "Sense and Non-sense about Sensitivity Training" Saturday Review, November 15, 1969

INSTRUCTIONAL SUB-UNIT #6

GROUP PROCESSES

GOAL: The trainee will comprehend and demonstrate the skills necessary for effective group functioning.

INTRODUCTION

A democratic society depends on voluntary efforts rather than coercion to gets its important jobs done, believing that neither creativity nor cooperation can long be commanded. The linking of different individual's energies, experience, and skill to achieve a goal is a complex process requiring much of both leaders and members. Currently, great emphasis is being given to training for effective group work in our society and no more so than within the field of education.

*NOTE: Sub-units #5 and #6 are designed to be taken in sequence. No one may participate in sub-unit #6 without first successfully completing sub-unit #5. (This sub-unit should be offered in 1½ hour blocks).

OBJECTIVE I

The student will identify and illustrate the forces or "dynamics" that influence group behavior including: the group background; pattern of participation and communication; atmosphere and cohesion; sub-grouping; standards; procedures; goals; leader and member behavior.

INSTRUCTIONAL ALTERNATIVES

a. Read Lippitt and Seashore, The Leader and Group Effectiveness
b. Knowles, Introduction to Group Dynamics
c. Handout: What To Observe in Groups
d. Read from Bibliography
e. Functional Roles of Group Members

EVALUATION

Written log evaluating success or failure of working group's progress--content and process as well as personal reactions to this progress.

OBJECTIVE II

Organize a group. Create a task for the group to complete. Endeavor to use "dynamics" to insure the successful functioning of the group.

INSTRUCTIONAL ALTERNATIVES

a. Objective I

EVALUATION

Same as Objective I Evaluation

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE III

Within a group, using group dynamics develop ten different methods for using groups in the educational process and a rationale for using each method.

INSTRUCTIONAL ALTERNATIVES

a. Objective I

EVALUATION

A consensus report of the results of the group's activity.

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE IV

Each student will develop a method and rationale for using groups within the educational process unique from those developed in Objective III.

INSTRUCTIONAL ALTERNATIVES

A. Previous Objectives

EVALUATION

A report submitted to the instructor.

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE V

Given all the methods for using group dynamics developed by the student individually or within a group, he will decide and validate the method he believes will be most successful as a group technique within the educational process.

INSTRUCTIONAL ALTERNATIVES

a. Previous objectives

EVALUATION

To demonstrate the use of the method selected in a micro-teaching session.

OBJECTIVE VI

The student will, weekly, examine the qualify of the process of his group as well as his own participation by discussing within the group questions posed by the instructor.

INSTRUCTIONAL ALTERNATIVES

Participation in group meetings - 82%

EVALUATION

Personal reactions to questions and discussion contained in log of the working group's performance.

GOAL: The trainee will acquire the skills to enable him to attend to the people and the environment in which he operates.

INSTRUCTIONAL INFORMATION

Attending Behavior (from Ivey)

Crucial to the learning of any skill, physical or mental, is the ability of the individual to pay attention, to attend to his environment. B. F. Skinner considers attention a generalized reinforcer and indicates that attention to a person or object is a vital necessary "condition for other reinforcement to come from them." Other writers have identified three key dimensions of attending behavior: (1) eye contact; (2) physical attention; (3) verbal thought and behavior.

(1) Eye contact: Is nothing more than "eyeball to eyeball". It is the old forensic trick of looking directly at someone and directly into their eyes for clues to help you discover whether what you are hearing from the individual you are attending to corresponds with what you are seeing. But most importantly, you will use your eyes to convey the fact that youare really interested in what the other person is saying to you.

(2) Physical attention: You should evidence a relaxed but attentive posture. You should learn to shift your posture according to the levels of intensity engendered with the dialogue. You must not exhibit nervousness by "thumb twiddling" or other idiosyncratic habit. You should indicate to the person with whom you are talking that you are truly "with them" by using a posture which reflects their state of mind.

(3) Verbal thought and behavior: You must listen. You must begin to identify the key elements of the discussion. You must clarify and help the others toward clarification. You must reinforce. Above all, you must forget yourself and <u>concentrate or attend</u> solely to the person with whom you are working. Practice sympathetic grunts. Practice questions such as "What do you mean by that?"' "Why do you say that?". You help to clarify by asking: "Is this what you mean?" and then paraphrase discussion.

In this phase of decision making remember that your objective is to assist the person with whom you are working to clarify and delineate the problem. Attending behavior is nothing more than that, helping someone to understand his problem or problems.

EVALUATION

The student will be able to demonstrate attending behavior in a group session.

<u>OBJECTIVE VII</u>

The student will demonstrate his ability to attend and to reinforce through behavior a single topic presented by an acquaintance. This attending and reinforcement through attending behavior is known as selective attending.

INSTRUCTION:

In the course of an unstructured personal interaction with a friend or classmate, the student will be using the techniques of attending behavior to shape a discussion to a narrow topic. The student, by using the positive reinforcement techniques of eye contact, an attentive posture,

and by giving intense verbal thought and following behavior to the conversation of the other person, will be able to cause the other person to develop a topic that was not planned for a reasonable length of time.

EVALUATION

The student will provide a case report to the instructor with a detailed analysis of the success or failure of the reinforcing techniques of attending behavior.

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Maris, Norman R. F. Problem-Solving Discussions and Conferences

Means, Richard K. Methodology in Education

Phillips, Gerald M. Communication and the Small Group

Schmuck, Patricia and Schmuck, Richard. Group Process in the Classroom.

INSTRUCTIONAL SUB-UNIT #7

DIAGNOSIS AND ASSESSMENT OF PUPIL'S NEEDS AND FEELINGS

GOAL: The trainee will demonstrate the ability to design and implement the process of getting reliable information concerning the pupils with whom he works.

Recommended book purchase: Fox, Luski, Schmuck. Diagnosing Classroom Learning Environments

TERMINAL OBJECTIVE

Given an instructional environment, the trainee will design and implement six or more instruments which assess at least six pupils' needs and feelings. He will diagnose the data he has collected and develop a plan of action for each pupil. The plan of action will enable the pupils to achieve mastery in a given area.

OBJECTIVE 1

Trainees will identify a set of principles for selecting tools for appropriate data collection.

INSTRUCTIONAL ALTERNATIVES

Read Fox, Luszki, Schmuck. Diagnosing Classroom Learning Environments. Chapters 1 through 4.

EVALUATION

Class discussion

OBJECTIVE II

Trainees will use six diagnostic tools with a specific group of learners.

INSTRUCTIONAL ALTERNATIVES

Objective #1

EVALUATION

Discussion of results

OBJECTIVE III

Trainee will evaluate data obtained in Objective #2.

INSTRUCTIONAL ALTERNATIVES

Performance of the task.

EVALUATION

Trainee will prescribe a plan of action developed from his analysis of the data; pupil performance at the mastery level will be the acceptable criterion.

INSTRUCTIONAL SUB-UNIT # 8

Specifying Instructional Objectives
(Required)

GOAL:

To acquire the knowledge and skill to specify instruction in terms of learner or pupil outcomes which can be observed, measured and evaluated.

INTRODUCTION:

The teaching-learning process is one of extreme complexity. The assumption upon which this sub-unit is predicated is that success within the teaching-learning process is measured by student performance. Student performance is a goal and to accomplish any goal, it is necessary to have a clear description of the goal and of the steps or tasks that are required to reach the goal. The purpose of the instructional goal or objective is to make clear to teachers, students, and other interested persons what it is that has been taught. Specifying the objectives of instruction in terms of pupil outcomes which can be observed, measured and evaluated in terms of performance or behavior is a first step to achieving success in the teaching-learning process.

OBJECTIVE I.

The student will define educational objectives specified in terms of pupil performance or learner outcomes as those which possess the following characteristics: (A. B. C. D's.) audience, behavior, conditions and degree.

INSTRUCTIONAL ALTERNATIVES:

a. Listen to audio-tape 009301 "Using Performance Objectives"
b. View Vimcet 005801 "Educational Objectives"
c. Read handout from Paulson, "Specifying Behavioral Objectives" (On reserve at GTLC)
d. Attend classroom discussion

EVALUATION:

Given lists of objectives the student will be able to identify those which are specified in terms of student behavior.

STOP:

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE II.

Given a set of tasks the student will write valid, observable, and measurable objectives stated in terms of the audience, behavior, conditions, and degree, label each objective with the appropriate level from Bloom and Krathwohl's Taxonomy of Education Objectives: Cognitive, Affective and Psychomotor Domains.

INSTRUCTIONAL ALTERNATIVES

A. Objective # 1
B. See Sub-Unit # 19

EVALUATION

The successful completion of 12 objectives each specified in behavioral terms and each labeled according to the level of the taxonomy that the learning involves.

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE III

Given a list of objectives stated in behavioral and non-behavioral terms the student will appraise the functional validity of each objective as an instructional goal and as a base for evaluation from the viewpoint of the pupil and of the teacher.

INSTRUCTIONAL ALTERNATIVES

A. Previous objectives

B. Read Hutchinson and Benedict "The Operationalism of Fuzzy Concepts" (on reserve in the library)

EVALUATION:

The student will devise an evaluative device and appraise the validity of each objective in writing and submit it to the instructor.

INSTRUCTIONAL SUB-UNIT #9

CURRENT ISSUES IN EDUCATION

INTRODUCTION

By now you have completed Educational Research and Problem Solving. In that sub-unit you researched a current educational problem and proposed a solution based on the research done. A further problem with educational research is that the results must be communicated to parents, administrators, and more frequently, fellow teachers. This sub-unit is designed to assist you in communicating the results of your research to others and in establishing an information and understanding base of some of the current problems in education.

GOAL: Student will be able to communicate an educational problem and convince a group of fellow students that a solution he proposes is reasonable and warranted. Students will demonstrate by answering questions on a test that they accept his solution and its rationale. At least 70% will agree.

The student will also demonstrate that he understands the issues presented in 90% of the presentations by completing a test on the materials and ideas presented. The test will be prepared by the course instructor.

PRE-REQUISITE: Sub-Unit #14 Educational Research and Problem Solving

OBJECTIVE I

Student will present an educational issue to the class in such a way that 70% will agree with the solution proposed in the talk. The class will also average 90% on a quiz prepared by the trainee and approved by the instructor dealing with the concepts and information contained in the presentation.

INSTRUCTIONAL ALTERNATIVES

1. Education, psychology, and business readings are available. (See instructor; Problems will differ with topic)

2. Experiences in other sub-units will be valuable and should be taken first. Media presentations are available in the GTLC on a variety of media presentations and other approaches.

3. Use instructor and friends as sounding boards for ideas and techniques.

EVALUATION

Following student presentation class will be given a quiz which will include agreement with point of view of the presentor, concepts and information contained in presentation, and a rating of the effectiveness of the presentation. The latter part will be for feedback purposes only and will not be used in grade determination.

RECYCLE:

Those who do not reach the mastery level will be expected to see instructor and attempt a second presentation.

OBJECTIVE II

Student will demonstrate that he understands the issues presented and the concepts involved by scoring at least 90% on an instructor prepared quiz on the material.

INSTRUCTIONAL ALTERNATIVES

1. Library research on the topics covered
2. Participation in class discussion and presentations
3. Recycled presentations and instructor conferences.

EVALUATION

Quic described above.

RECYCLE:

Those scoring less than 90% on the quiz will be asked to take a makeup on all or part of the issues involved.

INSTRUCTIONAL SUB-UNIT #10

INSTRUCTIONAL SIMULATION AND ACADEMIC GAMES

GOAL: To develop skills in the construction and use of simulation exercises and academic games as learning techniques.

INTRODUCTION

A simulation game combines the techniques of simulation and gaming; that is, it is a game played out in a simulated environment representing certain physical or social determinants which define the parameters of the decision-maker's scope of action. Creativity and communication are the mainstays of simulation and gaming exercises. It is a technique which endeavors to motivate the pupil to think in terms of short and long range goals, to examine the possible outcomes and consequences of his actions, and to evaluate and react to new, and sometimes, unexpected inputs.

TERMINAL OBJECTIVE

Given a set of instructional objectives, the trainee will be able to construct and utilize simulation exercises and academic games in a teaching situation.

OBJECTIVE I

1. The trainee will define instructional simulation
2. The trainee will define an academic game
3. The trainee will be able to describe the essential properties of games.
4. The trainee will describe the advantages and limitations of using instructional simulation and academic games in teaching.

INSTRUCTIONAL ALTERNATIVES

a) The trainee will do background reading on games and game theory (See bibliography)
b) Participate in an academic game such as Generation Gap, Life Career Hunt, and Seal Hung, etc. (on reserve in GTLC)
c) Conference with instructor

EVALUATION

Quiz #1

OBJECTIVE II

In a mini-lesson in a micro-teaching session, the trainee will explain and demonstrate the use of a commercially prepared simulation exercise.

INSTRUCTIONAL ALTERNATIVES

None

EVALUATION

Self and peer evaluation. The trainee will submit a paper to the instructor explaining the strengths and weaknesses of the exercise and what modifications, if any, he would make on a second run.

OBJECTIVE III

Any two trainees working together will submit to the instructor the following pre-game design information;

a) Objective (s) of the game
b) Actors
c) Physical layout
d) Evaluative techniques

INSTRUCTIONAL ALTERNATIVES

a) Attached bibliography
b) Attached model "Design your Own"

EVALUATION

Trainees will arrange a conference with the instructor and submit pre-game design information.

STOP

Each trainee must complete the above evaluation before going to the next objective.

OBJECTIVE IV

Using the attached model "Design Your Own" as a guideline the trainee will design, test and redesign a game of his own invention, using the principles of simulation and game design.

INSTRUCTIONAL ALTERNATIVES

Any two trainees working together will read and study the principles of simulation and game design, develop a game, test it by playing the game with their peers in the dorm or in a classroom, collect data on the game's success in meeting the required objective and redesign and retest if necessary.

Attached bibliography

EVALUATION

1. Trainees will meet in small groups to demonstrate their games (grcup assignments will be arranged by the instructor.)

2. Trainees will submit one game and validating dates of the results to the instructor.

BIBLIOGRAPHY

Boocock, S. S. and Schild, E. D. (eds.) Simulation Games in Learning

Davis, Morton. Game Theory -- Non-Technical Instruction.

Glazier, Ray. How to Design Educational Games.

Gordon, Alice Kaplan. Games for Growth.

Inbar, Michael and Stoll, Clarice. Simulation and Gaming in Social Science.

Kohl, Herbert. Math and Writing Games in the Open Classroom.

Livingston, Samuel and Stoll, Clarice. Simulation Games

Mize, Joe. Essentials of Simulation.

Other IMC Resources:

The Classroom Simulated Tutorial KT2-70-013201 -- Multi-media kit.

Three Approaches to Inservice Education: Cases, Simulation and Games, Dr. L. L. Cunningham 065902 -- Audio tape

SIMULATION GAMES: Economic System, Community Disaster, Democracy, The Ghetto Game, Generation Gap, Consumer, Life Career, Edge City College Game, Blacks and Whites, The Cities Game, Body Talk, Woman & Man, Society Today.

INSTRUCTIONAL SUB-UNIT #12

CONTRACTING

GOAL:

The trainee will demonstrate the use of contracting as an instructional technique which motivates pupils to establish individual learning goals.

Recommended Book Purchase: Lloyd Homme et. al., How to Use Contingency Contracting in the Classroom

INTRODUCTION:

Our daily lives are filled with many pleasant as well as unpleasant experiences. If something is pleasant or rewarding, one is more likely to do it again. If something is unpleasant or aversive, one is less likely to do it in the future. Many of the youngsters in classrooms today are not motivated by common rewards intrinsic to the school routine. Current research indicates that effective use of positive reinforcement does motivate students. This particular module will examine one possible way of using positive reinforcement within the classroom -- contracting. A teacher using contracting makes an agreement with one or a number of students within the classroom. The conditions of the contract state the desired learning behavior of the pupil and the reward he will receive for performing the behavior.

TERMINAL OBJECTIVE:

Given an instructional task appropriate for the pupils, the trainee will demonstrate the use of contracting in a real or simulated mini-lesson and the pupils with whom he works will achieve mastery.

OBJECTIVE I

The trainee will explain the use of the following as techniques of reinforcement of desired behavior.

a) division of instructional materials into small units
b) verbal and non-verbal reinforcement
c) use of reinforcing stimulus
d) Premack Principle

INSTRUCTIONAL ALTERNATIVES

Instructor lecture
Film
Instructor handouts

EVALUATION (Objective 1)

Discussion of the above objectives in small groups

OBJECTIVE II

a) The trainee will define contracting
b) The trainee will be able to describe the major principles of contracting
c) The trainee will define a micro-contract and describe its function in the process of teaching self-contracting.

INSTRUCTIONAL ALTERNATIVES

Lecture
Homme, L., How to Use Contingency Contracting in the Classroom
Illich, Ivan, Saturday Review, June 19, 1971
Instructor handouts

EVALUATION

Group Discussion

OBJECTIVE III

a) The trainee will define and describe the functions of micro and macro contracts.
b) Selecting materials for a specified level of instruction, the trainee will construct a micro contract for use of that level.

INSTRUCTIONAL ALTERNATIVES

Lecture
Review of previously listed materials

EVALUATION

Trainee will submit a micro-contract for critical evaluation

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE IV

Using a group of at least 6 peers as learners, the trainee will select an instructional task and develop learning contracts with them.

INSTRUCTION

Mini-lesson

EVALUATION

The trainee will test the achivement of the learners and he must reach mastery level with them. The trainee will re-cycle until mastery level is achieved.

INSTRUCTIONAL SUB-UNIT #13

PROGRAMING

GOAL:

Knowledge of the relationship between the teaching machine and its program with some understanding of the relative importance of each, in order to write a program, administer it, and evaluate it.

INTRODUCTION:

The trainee will receive practice in working through two styles of programing (linear and branching) and will have an acquaintance with some of the rationale and advantages of these two styles. The trainee will also read about two other programing styles and, finally, will have been introduced to some advantages, actual and potential, of the machines themselves.

TERMINAL OBJECTIVE

Given an instructional task appropriate for the pupils, the trainee will develop an instructional program, either linear or branching, administer it to the pupils and they will achieve a mastery level of the content.

OBJECTIVE I

The trainee will show his understanding of underlying research on the development and use of teaching machines and programed materials and describe the possible advantages and limitations of such materials within the classroom.

INSTRUCTIONAL ALTERNATIVES

a) Dial Access Program "An Interview with B. F. Skinner" #064601
b) Read Explaining Teaching Machines and Programing by David Cram.
c) Read other materials. (See Bibliography and instructor handouts.)

EVALUATION

Trainees will meet in small groups to discuss the advantages and limitations of programed material. (Group assignments will be arranged by the instructor.)

STOP

All trainees must complete the above evaluation before proceeding to the next objective.

OBJECTIVE II

Using the curriculum library or other resources, the trainee will find examples of both branching and linear programed materials.

INSTRUCTIONAL ALTERNATIVES

a) Elmira College Learning Resource Center

b) Public Schools

EVALUATION

The trainee, in writing, will define and evaluate the characteristics of both linear and branching programed materials.

STOP

All trainees must complete the above evaluation before proceeding to the next objective

OBJECTIVE III

Selecting a specific learning task, the trainee will develop a self-instructional program of from 30 to 50 frames, administer the program to a group of at least six learners, acquire student performance data, evaluate this data and interpret the data with respect to the effectiveness of the instructional program. The program may be linear, branching, a variation of linear and/or branching, or another type.

INSTRUCTIONAL ALTERNATIVE

A mini-lesson

EVALUATION

Learners will achieve mastery level; if not, trainee recycles program until mastery level is achieved.

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Espich, James and Williams Bill. Developing Programed Instructional Materials. Palo Alto, California. Fearon Publishers, 1967.

ERIC Descriptors (See Sub-Unit on Educational Research)

Programed Instruction
Programed Materials
Programed Texts
Programed Tutoring
Programed Units
Programed Problems

INSTRUCTIONAL SUB-UNIT # 14

EDUCATIONAL RESEARCH AND PROBLEM SOLVING

INTRODUCTION

The teacher, as a professional, encounters a repeated need to solve educational problems through research. Has anyone run a successful drug education program for rural 7th graders? What stand should a teachers' association take on revenue sharing? Is there a way to improve parent interest in school programs? What are your moral and legal responsibilities in cases of child abuse? Does anyone support your thinking that the new reading program justifies the expense involved?

This sub-unit is designed to assist you in achieving the competency necessary to conduct research to assist in the solution of educational problems of this type.

GOAL: The student will be able to select and delimit an educational problem of current interest and prepare a written report of 10 pages, plus or minus, surveying all available information and proposing a solution, or course of action.

OBJECTIVE I

Trainee will become familiar with sources of educational information

A. He will be able to select a topic of interest and compile a list of relevant ERIC numbers and titles.

B. He will be able to compile a list of relevant journal articles using the CIJE, Current Index to Journals in Education.

INSTRUCTIONAL ALTERNATIVES

1. See introduction to CIJE and RIE (Research in Education)

2. Slide-tape presentation on the ERIC system available at the circulation desk of the GTLC

3. See reference librarian.

EVALUATION

Same as Objective I

OBJECTIVE II

Trainee will be able to use micro-form readers. Given an ERIC number, he will locate the appropriate Micro-fiche and extract the information requested by his instructor.

INSTRUCTIONAL ALTERNATIVES

1. Manual for use of ERIC and micro-form machine.
2. Slide-tape program on micro-forms and their use at circulation desk in GTLC.
3. Assistance of Judy Tobash in GTLC.

EVALUATION

Student will locate and read microfiche described in handout of instructor and copy appropriate section.

(The above tie in with communication skills, etc., in that they teach library skills that will be essential in ten years. ERIC and microfiche are here to say.)

STOP

Have all work approved before going on.

Trainee will select an educational problem of general interest and have it approved by the instructor.

OBJECTIVE III

Using all appropriate print and media sources, the trainee will propose a solution to the educational problem and back it with a reasoned case based on the evidence gathered.

EVALUATION

Instructor acceptance of the paper. (Written communication skill as well as content should be considered in acceptance.)

INSTRUCTIONAL SUB-UNIT #15

ATTITUDES AND VALUES IN THE LEARNING PROCESS

GOAL: The trainee will be able to define, assess, and change attitudes and values.

OBJECTIVE 1

Trainee will be able to define attitudes and value, describe how they can be assessed, specify the problems involved in the assessment, and state how attitudes and values can be changed.

INSTRUCTIONAL ALTERNATIVES

A. Read pages 9-18, 26-32 in Bynner, Cashdan, and Commins, Attitudes and Learning Problems, Open University Press.

B. Read Chap. 1, National Council for the Social Studies Yearbook (1971) Values Education, edited by Lawrence Metcalf.

C. Read Part I of Simon, Howe and Kirschenbaum, Values Clarification

EVALUATION

Trainee will submit a paper indicating that he has met the objective.

OBJECTIVE II

Trainee will attend and participate in two value clarification exercises.

INSTRUCTIONAL ALTERNATIVES

A. Reading in Simon, Howe, and Kirschenbaum, Values Clarification

B. Attend and participate in class sessions.

EVALUATION

Attendance and participation in exercises.

OBJECTIVE III

Trainee will attend and participate in discussion of values in education and the value of education

INSTRUCTIONAL ALTERNATIVES

A. Class discussion
B. Read chapter on Humanistic Psychology in Mason, Robert. Contemporary Educational Theory. New York: David McKay, 1972.

EVALUATION

Participation in discussion.

OBJECTIVE IV

Trainee will devise a values clarification exercise and administer it in class.

INSTRUCTIONAL ALTERNATIVES

A. Read Simon et al, Values Clarification

B. Attend class discussions.

EVALUATION

Trainee will administer self devised values clarification exercise and be rated by peers.

INSTRUCTIONAL SUB-UNIT #16

LEARNING STYLES
(Required)

GOAL: The trainee will be able to identify situations in which learning occurs, identify differences in people's approaches to learning, and understand the determining factors in such differences.

He will be able to define and give examples of learning set and define learning styles and strategies. He will distinguish between Park's and Bruner's reception and learning strategies. In addition, he will be able to summarize the work of Witkin and Kagan and interpret research findings.

OBJECTIVE I

The trainee will

a. list some of the main situations in which learning occurs.
b. say how people are alike and how they differ in their approach to learning.
c. specify some of the main factors determining these similarities and differences.
d. define learning set and give examples of learning set.
e. define learning styles and strategies; distinguish between and give examples of Bruner's two main reception strategies and Park's two main learning strategies.

INSTRUCTIONAL ALTERNATIVES

A. Read pages 11-33 in Cashdan, Asher, "Learning Styles and Strategies" in Learning Styles, The Open University Press, 1971.
B. Participate in class discussions
C. Appropriate readings in Rath, Meeting the Needs of Children.

EVALUATION

Quiz at end of sub-unit. Evaluation of participation in class discussion.

INSTRUCTIONAL SUB-UNIT #17

THE LEARNING ENVIRONMENT, COGNITIVE FUNCTIONING, AND THE TEACHING PROCESS

GOAL: Student will be able to establish an effective learning environment considering cognitive functioning, psychological climate and teacher-student interaction.

Required book purchase: Silberman, Melvin, et. al., The Psychology of Open Teaching and Learning. Boston: Little, Brown and Co. 1972.

OBJECTIVE I

Trainee will identify the requirements of an effective learning environment.

INSTRUCTIONAL ALTERNATIVES

A. Completion of Part One of The Psychology of Open Teaching and Learning
B. Participation in directed classroom learning experience.

EVALUATION

Trainee will participate in class discussions and complete assigned exercises.

OBJECTIVE II

Trainee will explain in his own words how the mind works (in agreement with contemporary learning theory.)

INSTRUCTIONAL ALTERNATIVES

A. Completion of Part II of The Psychology of Open Teaching and Learning
B. Participation in directed classroom learning experience.

EVALUATION

In writing or in conference with instructor, trainee will explain how the mind works (in agreement with current learning theory).

OBJECTIVE III

The trainee will formulate and state his opinion of what a teacher offers students.

INSTRUCTIONAL ALTERNATIVES

A. Completion of Part III of The Psychology of Open Teaching and Learning
B. Participation in directed classroom learning experience.

EVALUATION

Trainee will state in writing or in conference with instructor his opinion of what a teacher offers a student.

INSTRUCTIONAL SUB-UNIT #19

KNOWLEDGE OF THE TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN

GOAL: The trainee will acquire knowledge and comprehension of the cognitive domain of the Taxonomy of Educational Objectives as developed by Bloom et. al. The trainee will apply the taxonomy to the development of a plan for learning.

NOTE: It is required that each student complete Instructional sub-unit #8, Specifying Instructional Objectives, before taking this sub-unit, which is also required.

INTRODUCTION

Instructional objectives are an essential element of defining precisely the goals of instruction. Objectives tell us what the student should be able to do as a result of instruction. Yet, many individuals who develop the ability to write and identify behavioral objectives tend to conclude that objectives that are operationalized deal with unimportant or pure knowledge type of goals.

Specifying objectives while necessary, does not necessarily insure that high quality goals are being selected. This particular sub-unit was developed to give the trainee a more positive attitude toward behaviorally stated objectives. The trainee is given practice in using versions of the Taxonomies of Educational Objectives developed by Dr. Benjamin Bloom and Dr. David Krathwohl.

OBJECTIVE I

To identify the need for sequencing instruction on a hierarchical basis.

INSTRUCTIONAL ALTERNATIVES

A skill exercise in class followed by group discussion.

OBJECTIVE II

List from memory and in hierarchical order the cognitive levels with a definition of each.

INSTRUCTIONAL ALTERNATIVES

1. Complete Self-Instructional Unit on reserve
2. Class discussion

OBJECTIVE III

Given a series of questions representing all of the cognitive levels, the student will correctly label the questions as to which cognitive level each represents.

EVALUATION (Objective II and Objective III)

Successful completion of above tasks. Do not go on until success has been accomplished.

OBJECTIVE IV

Each student will compose a question representing each cognitive level.

OBJECTIVE V

Each student will compose a behavioral objective representing each cognitive level.

EVALUATION (Objective IV and Objective V)

Successful completion of above tasks.

OBJECTIVE VI

Will create a unit plan for instruction in which the pupils will proceed from knowledge level to evaluation level according to Bloom.

EVALUATION

Existence of unit plan meeting above criteria.

BIBLIOGRAPHY

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INSTRUCTIONAL SUB-UNIT #20

EVALUATION: BASIC CONCEPTS
(Required)

GOAL: To be able to explain current evaluation theories and practices and their role in the learning process.

INTRODUCTION

Evaluation is an integral part of the learning process and aids the teacher, student and parent in assessing the effectiveness of the learning situation. When a student is aware of his learning progress, his performance is likely to be better than it would be without this knowledge. But it is also true that no one technique will be suitable to every occasion; we must continue to use a multiple approach, including self-evaluations by the learner. Only when the teachers has formulated clearly what he hopes to accomplish can he determine his methods of instruction and evaluative procedures. Once the teacher has formulated his learning goals explicitly, he can then select reliable and valid measurement instruments which will facilitate subsequent learning.

TERMINAL OBJECTIVE

Given a list of problems about the application and use of different evaluative theories and techniques, the trainee will be able to answer 90% of them correctly.

OBJECTIVE I

1. Trainee will be able to distinguish between the terms evaluation and measurement.

2. Trainee will be able to describe the general purpose of evaluation and measurement.

3. Trainee will be able to identify and categorize different types of evaluative techniques.

INSTRUCTIONAL ALTERNATIVES

1. Read recommended texts or articles on current trends in evaluation.
2. View recommended slide/cassette program, film or Dial access tape.
3. Attend lecture.

EVALUATION

Trainee will submit a brief paper explaining the relationship between objectives, instructional goals and evaluation techniques.

OBJECTIVE II

1. Trainee will be able to demonstrate basic familiarity with testing terminology (norms and units of measurement.)

2. Trainee will be able to tabulate test scores, compute frequency distributions, find mean and median scores, etc.

INSTRUCTIONAL ALTERNATIVES

1. Problem sheet
2. Read recommended selections.
3. View recommended cassette/slide program.

EVALUATION

Quiz #1

OBJECTIVE III

1. Trainee will be able to identify various kinds of measuring instruments.

2. Trainee will be able to explain the purpose of each instrument, its strengths and limitations.

INSTRUCTIONAL ALTERNATIVES

1. Examination of representative samples of different types of instruments in lab.
2. View recommended cassette/slide program.
3. Read recommended selections.

EVALUATION

Trainee will submit a brief critique comparing three different instruments.

BIBLIOGRAPHY

Bloom, et. al. Handbook on Formative and Summative Evaluation of Student Learning, McGraw-Hill, 1971.

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Remmers, H. H. and N. L. Gage. Educational Measurement and Evaluation, 1955.

Stanely, Julian. Measurement in Today's Schools, 1964.

Stodola, Quentin and Kalmer Stardahl. Basic Educational Tests and Measurements, 1967.

IMC Tape/Cassette Programs:

VIMCET TEACHER EDUCATION SERIES

Establishing Performance Standards (20 min.)	KT2-70-006104
Evaluation (20 min.)	KT2-70-006407
Knowledge of Results (20 min.)	KT2-70-006912
Modern Measurement Methods (20 min.)	KT2-70-007215
Current Conceptions of Educational Evaluation	KT2-72-023722

INSTRUCTIONAL SUB-UNIT #21

EVALUATION: TEST CONSTRUCTION
(Required)(Pre-requisite #20)

GOAL: To acquire the skills necessary to construct and evaluate teacher-made tests and test results.

INTRODUCTION:

Accurate evaluations of where a pupil is and how he is progressing is fundamental to effective teaching by the teacher and to effective learning by the pupil. Informal test making and teacher made tests exert a significant influence upon a pupil's view of tests, test-taking, and the learning process in general. To varying degrees, tests may determine when a pupil studies, what he studies and how he studies.

TERMINAL OBJECTIVE

Given a topic of instruction, the trainee will be able to develop an instructional program and construct reliable and valid measurements of pupil progress.

OBJECTIVE I

1. The trainee will demonstrate that he can define his instructional objectives in behavioral terms.

2. The trainee will develop an instructional program on a topic of his choice.

INSTRUCTIONAL ALTERNATIVES

1. Attend lecture/discussion

2. Recommended reading

3. View "Writing Tests Which Measure Objectives"

EVALUATION:

Trainee will submit an outline of his instructional objectives and program.

OBJECTIVE II

1. Trainee will construct the necessary testsfor formative and summative evaluations of pupil progress.

2. Trainee will administer tests to peers.

3. Trainee will evaluate and explain test results.

4. Trainee will revise unsatisfactory items.

INSTRUCTIONAL ALTERNATIVES

1. Recommended readings
2. Class discussion
3. View "Making Your Own Test" series.

EVALUATION

Micro-teaching and peer evaluations.

OBJECTIVE III

Trainee will be able to explain the uses and misues of testing as an evaluative technique.

INSTRUCTIONAL ALTERNATIVES

1. Attend lecture
2. Read Hoffmann, Tyranny of Testing or Gross, The Brain Watchers
3. Dial Access (Tentative)
4. Simulation exercises

EVALUATION

Self-evaluation and agreement of instructor

BIBLIOGRAPHY

See Sub-Unit #20 also

Banesh, Hoffman. The Tyranny of Testing

Bean, Kenneth. Construction of Educational And Personnel Tests, 1953

Bloom, Benjamin. Taxonomy of Educational Objectives

Carin, Arthur and Sund, Robert. Developing Questioning Techniques.

Gronlund, N. E. Preparing Criterion-Referenced Tests for Classroom Instruction.

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Gross, Martin. The Brain Watchers.

Mager, Robert. Preparing Instructional Objectives.

Smith, Fred and Adams, Sam. Educational Measurement for the Classroom Teacher.

Storey, A. The Measurement of Classroom Learning.

Sanders, Norris, Classroom Questions: What Kinds? 1966.

"Criticisms of Standardized Testing." Today's Education. 63:54. January 1974.

IMC Resources

"Making Your own Test" series -- multi-media kits

Analyzing the Test (20 min.)	KT2-70-000693
Constructing the Test (20 min.)	KT2-70-000592
Planning the Test (20 min.)	KT2-70-000401

VIMCET

Educational Objectives (20 min.)	KT2-70-005801
Writing Tests which Measure Objectives	KT2-72-024328

INSTRUCTIONAL SUB-UNIT #22

EVALUATION: REPORTING
(Required)

PREREQUISITE Sub-Unit #20 and #21

GOAL: To acquire the skills needed to interpret evaluation results and report student progress.

INTRODUCTION

Probably no other area of educational practice has less consistency than that of reporting pupil progress to parents. Although the forms of reporting have varied considerably over the years, they primarily exist to keep parents informed of the student's progress and to improve public relations. Yet, most reporting systems are so frequently misunderstood by both parents and teachers alike, they are seldom effective.

Recent years have been characterized by increasing demand on the schools to devise not only more meaningful educational experiences but also more effective means of communicating with the home concerning the child's school progress. Many schools have undertaken the conference (Parent-Teacher and Student-Parent-Teacher) of reporting to parents in lieu of or as a supplement to the report card. In a good parent-teacher conference there is opportunity for the teacher to discuss problems and share information concerning the child and to plan together for an effective solution. The teacher can often explain things orally that are difficult to put into writing and make suggestions then and there for home help.

The conference form of reporting can be as ineffective as any other method of reporting if the information conveyed is trivial, meaningless and difficult to interpret by parent and student. It is important that the teacher is able to convey meaningful information to both the parent and student and is also able to develop reliable procedures in marking. In this sub-unit attention will be focused on both the procedures for formulating a basis for a marking system and for conveying meaningful information to both parents and students.

TERMINAL OBJECTIVE

Given a list of situational problems concerning the interpretation and reporting of evaluation results, the trainee will be able to solve 90% of them successfully.

OBJECTIVE I

1. The trainee will recognize factors to consider when setting up an evaluation system.

2. The trainee will define the function and purpose of progress checks.

3. The trainee will define the function and purpose of the following:
   a. identifying the problem
   b. describing alternative actions to be taken
   c. specifying reasons for failure
   d. appropriate remedial action

INSTRUCTIONAL ALTERNATIVES

1. Read suggested bibliography
2. Attend lecture/discussion

EVALUATION

The trainee will submit a written assignment to the instructor.

OBJECTIVE II

1. The trainee will demonstrate knowledge about the various forms used in reporting pupil progress to parents.

2. The trainee will know the advantages and disadvantages of various reporting systems.

3. The trainee will be able to differentiate a good marking system from a poor one.

INSTRUCTIONAL ALTERNATIVES

The trainee will listen to recommended dial access program and do background readings on the above objectives. It is recommended that a student read at least three current articles in educational periodicals onthe subject of reporting student progress.

Dial access program -- "Grading - D. W. Allen" All trainees (This program will be on dial access the 2nd and 3rd week of each term)

Lien, A. J. Measurement and Evaluation, Chapters 9 & 10

Attached bibliography
Educational Index

EVALUATION

Quiz #1

OBJECTIVE III

1. The trainee will demonstrate an understanding of principles that guide teachers through Parent-Teacher conferences.

2. The trainee will demonstrate knowledge and understanding about the key techniques in coordinating a Parent-Teacher conference.

3. The trainee will prepare for and be able to carry out a simulated Parent-Teacher Conference in which reliable information is provided concerning the child's academic achievement, work study habits, social acceptance and conduct.

INSTRUCTIONAL ALTERNATIVES

All trainees will view recommended slide/cassette program and do background reading as necessary. Each trainee will be assigned to groups which will meet with theinstructor to carry out simulated conferences.

Slide/cassette program "Conference Time for Teachers and Parents" #008001
D'Evelyn, K. E., Meeting Children's Emotional Needs, Chapters 15 & 16.
Reserve materials on "Parent-Teacher Conference"
Attached bibliography

EVALUATION

Performance as judged by observers.

OBJECTIVE IV

1. The trainee will be able to select and prepare both descriptive and prescriptive feedbacks for students and parents, assigning grades, written comments, suggesting new and/or remediating activities that will motivate as well as clarify direction.

INSTRUCTIONAL ALTERNATIVES

Utilizing information provided by the instructor, the trainee will select and prepare both descriptive and prescriptive feedback for a pupil; assigning grades to the products, written comments, suggesting new and/or remediating activities as well as clarify directions.

INSTRUCTIONAL ALTERNATIVES (cont.)

Attached bibliography

Instructor handouts.

EVALUATION

Written report on the above objective submitted to the instructor for critical evaluation.

BIBLIOGRAPHY

See Sub-Units 20 and 21

*Ahman, Staney & Glock, Marvin. Evaluating Pupil Growth: Principles of Tests and Measurement.
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Kirschenbaum, Hower, et. al. Wad-Ja-Get: The Grading Game in American Education.
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*Smith, Fred and Sam Adams. Educational Measurement for the Classroom Teacher. (Chap. 13--Assigning Marks and Reporting Student Progress. & 18--Analyzing & Interpreting standardized test scores)
Storey, A. The Measurement of Classroom Learning/

ERIC 1972

ED 059 414 - Conferencing: An Approach to Reportin g Pupil Progress. An Instructional Bulletin. Conferencing: A step toward success.
058 314 - Characteristics of Standardized tests as Evaluation Instrument.
077 975 - Evaluation of Current Methods to Report Pupil Progress
070 154 - Grading & Reporting: Current Trends in School policies and Programs.

Multi-media kits

Conference Time for Teachers and Parents	KT2-70-008001
Alternative Avenues to Educational Accountability	KT2-72-023621

Audio Tapes

"Behind the Classroom Door Series"	
Tests and School Marks: Purposes, Pretenses and Pressures	004703
Should Parents Be Told Their Children's I.Q.?	045201
What's the meaining of I.Q.? Why do boys get lower grades than girls?	045301
Grading, D. W. Allen	063701 049501
Failure of Educational Evaluation, Egon Guba	064401
Teaching Performance Tests and Educational Accountability	083201

INSTRUCTIONAL SUB-UNIT #23

ROLE PLAYING AND SOCIO-DRAMA

GOAL: To develop skills needed to utilize the role playing and socio-drama technique successfully in learning situations.

INTRODUCTION:

Properly done, role playing and socio-drama can be a highly effective and useful technique to achieve particular objectives. Role playing allows the pupil to "step outside of himself," to perceive himself and others from a different perspective, to experience directly, personally and viscerally another's role. Such exercises tend to heighten an individual's awareness and sensitivity to situational determinants beyond his immediate control and to broaden the bases of his evaluative framework.

TERMINAL OBJECTIVE

Given a set of instructional objectives, the trainee will be able to devise a means for achieving these objectives using the role playing, and/or socio-drama technique.

OBJECTIVE I

1. The trainee will be able to explain the conceptual framework and rationale of role-playing and socio-drama.

2. The trainee will be able to identify situations in which role playing and socio-drama has been used effectively.

INSTRUCTIONAL ALTERNATIVES

1. Read from recommended bibliography
2. Attend group discussion

EVALUATION

Quiz #1

OBJECTIVE II

The trainee will outline general procedures for conducting role playing sessions.

INSTRUCTIONAL ALTERNATIVES

1. Read from Role Playing Methods in the Classroom and write out procedures.
2. Meet in small groups to discuss procedures and their implications. Submit summary of meeting to instructor.

EVALUATION

Determined by instructor.

OBJECTIVE III

The trainee will develop skills in "warm up" exercises

INSTRUCTIONAL ALTERNATIVES

Trainees will meet in small groups to practice and discuss "warm-up" exercises.

OBJECTIVE IV

In a micro-teaching situation, the trainee will be able to demonstrate his skills in utilizing the role playing or socio-drama technique in an instructional capacity.

INSTRUCTIONAL ALTERNATIVES

The trainee will select a problem relevant to teaching. After careful planning, the trainee will state the problem, define the roles of participants and instruct the participants briefly on any necessary procedures. He will assign roles as he chooses.

EVALUATION

By group Consensus, self-evaluation and comments of instructor;
Criteria for evaluation will be based on the following questions:

a) was the "teacher" comfortable with his techniques?
b) did the "teacher" accomplish his objectives?
c) was the technique an appropriate one to achieve his objectives (or would another technique have been better suited to his aims?)
d) was the outcome of the technique socially and professionally desirable?

OBJECTIVE V

In a micro-teaching session or appropriate counterpart the trainee will demonstrate the use of role playing for teaching academic material, particularly with reference to invoking the feelings of characters portrayed.

INSTRUCTIONAL ALTERNATIVES

See Object IV.
Trainee will select problem relevant to academic field and, with permission of instructors, utilize in different setting.

EVALUATION

See Objective IV

OBJECTIVE VI

The trainee will play at least three different roles convincingly.

INSTRUCTIONAL ALTERNATIVES

Participate in one or several role-playing/socio-drama exercises with different emphases.

EVALUATION

Self and peer evaluation through group discussion.

BIBLIOGRAPHY

Biddle, Bruce. Role Theory: Concepts and Research, New York: Wiley & Sons.

Elms, Alan (ed.). Role Playing: Reward and Attitude Change.

Chesler, Mark and Fox, Robert. Role-Playing Methods in the Classroom.

INSTRUCTIONAL SUB-UNIT # 24

INSTRUCTIONAL TECHNOLOGY

GOAL: To develop familiarity and skill in operating supportive instructional hardware.

INTRODUCTION

Teachers often make lessons more effective and concepts clearer by producing aids which they construct themselves. Often it is impossible to purchase instructional materials needed for a particular lesson due to lack of funds or the lack of time to receive the materials for a certain unit of work. There are many materials teachers can construct easily and inexpensively which will assist them.

TERMINAL GOAL

Given a set of instructional objectives, the trainee will be able to devise a stimulating program utilizing at least 4 different types of hardware.

OBJECTIVE I

1. The trainee will demonstrate proficiency in making and correcting monochrome and multi-chromatic ditto masters and be able to run off 5 perfect copies.

2. The trainee will demonstrate proficiency in cutting and correcting stencils and be able to run off 5 perfect copies.

3. The trainee will demonstrate proficiency in using other equipment (thermofax copier, xerox, film projector, slide carousel, tapes, recorders, etc.)

INSTRUCTIONAL ALTERNATIVES

1. Attend demonstrations

2. Individual field inquiries

EVALUATION

Mastery (90% success) of at least 10 different kinds of hardware equipment.

OBJECTIVE II

After discussion of principles of good bulletin board construction, each student will construct an original bulletin board design, keeping the following guidelines in mind:

1. layout & organization
2. theme
3. colors
4. size
5. lettering
6. use of texture
7. accuracy
8. originality
9. clarity
10. illustrations

INSTRUCTIONAL ALTERNATIVES

1. Attend class discussion
2. Read from recommended selections
3. View Exciting Bulletin Boards.

EVALUATION

Self evaluation and group consensus using guidelines as criteria.

OBJECTIVE III

The trainee will make an overlay transparency and use it in teaching a lesson.

INSTRUCTIONAL ALTERNATIVES

Review program #015201, Using the 3M Thermofax Copier to Make an Overhead Transparency.

EVALUATION

Effectiveness of overlay in teaching the concepts as determined by self evaluation, group consensus and comments by the instructor.

OBJECTIVE IV

The student will operate the 3M Overhead Projector in an effective manner.

INSTRUCTIONAL ALTERNATIVES

Review Program #015101, Operation of the 3M Overhead Projector

EVALUATION

Effectiveness of use of machine while teaching in a micro-teaching session.

OBJECTIVE V

In a micro-teaching lesson the student will teach two lessons using acquired skills from previous objectives.

INSTRUCTIONAL ALTERNATIVE

None

EVALUATION

Self evaluation, group consensus and comments from instructor.

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ERIC 1973

ED 066 872 - AV in Education, 1971 AV-USA Suppl. 1
ED 078 641 - AV Instruction, Techn., Media & Methods
ED 071 381 - Media Objectives for Teachers

IMC Resources

Films: Resources for Learning MP 6-68-005401
Effective Learning in Elmira School MP 6-56-008601

Multi-media Kits

The Chalkboard (slides only)	KT2-71-017801
The Classroom Revolution, Part II	KT2-70-000202
Computer-assisted Instruction	KT2-71-014401
Exciting Bulletin Boards	KT2-70-007701
Learning to See and Understand: Developing Visual Literacy	KT2-73-028701
Operation of the Graflex 16 MM motional picture projector	KT2-71-015301
Operation of the 3M overhead projector	KT2-71-015101
Posters for Teaching and the flannel board	KT2-71-017701
Planning a Unit (slides only)	KT2-70-010901
Using the 3M thermofax copier to make an overhead transparency=	KT2-71-015201

Audio tapes

Educational Technology as Instructional Design	060201
Educational Technology as Technique	066901
Educational Technology as Technology	080601
Multi-Media Learning Centers	062201
" " " "	062401
Televised Education: Where do we go from here?	060401
Using Technology to humanize education.	067201

INSTRUCTIONAL SUB-UNIT #25

CREATIVITY

GOAL: The trainee will acquire a knowledge of various concepts in the area of creativity, express himself creatively, and examine some common aspects of creativity as revealed by current research.

INTRODUCTION

Creativity is one of the most researched and talked about subjects in the United States today. It is also one of the most confused terms in education. It seems as though there are as many concepts of the term as there are experts in the field. Many educators feel that creativity is formulated in terms of a product and that some sort of invention must evolve from the creative experience. Others say it is a process, a kind of a person or a set of conditions. Many define it as different from conformity and most authorities agree that the idea must be new to the individual. Still others feel that the idea must be true, generalizable and surprising in light of the information that existed at the time of the creation. Some authorities feel that it is not a rare commodity and that everyone has creative ability to some degree while others insist that the term applies to a very rare ability.

Most authorities do agree that there are different levels--those that range from the spontaneity of children in a simple expression to a kind of creativity that develops something never before having been created.

Hallman[1] states that there are theoretical grounds for believing that creativity can be taught, and he is supported by many other authorities. During the past four years, a study at the University of Buffalo has investigated what happens to a person who studies and practices the principles of creative thinking. The research does seem to point to the fact that the gap between the individual's innate creative talent and his lesser actual creative output can be narrowed by education in creative thinking. However, we have difficulty in the field of creativity in our schools because we have not been able to clearly define which methods can best elicit creative responses. Progress has been made in this direction in recent years. Most teachers feel that the creative act cannot be deliberately planned and that it is difficult to write it

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1 Hallman, Ralph, "The Commonness of Creativity", Educational Theory XIII. April 1963, p. 32

into our lesson plans. Many feel that the teacher himself must invent creative techniques in his day-to-day teaching. There are certain principles however, which can be identified as assisting the teacher in discovering creative procedures for his own use and as helpful to children in developing their potentialities.

OBJECTIVE I

The trainee will identify and state his ideas of creativity at the beginning of this sub-unit.

INSTRUCTIONAl ALTERNATIVES

Attend class and take pretest
Write out your concept of creativity

EVALUATION

Return to instructor for check-off.

STOP

The trainee must complete the above evaluation before proceeding to the next objective.

OBJECTIVE II

After investigation using bibliography, the trainee will identify contributions to the field of creativity by the following authorities by successfully completing a written quiz.

1. Paul E. Torrance
2. Viktor Lowenfeld
3. Alice Miel
4. J. Guilford
5. Rhodes (page 2, Rewarding Creative Behavior)

INSTRUCTIONAL ALTERNATIVES

a. Read from bibliography
b. Attend class discussion

EVALUATION

Quiz at end of sub-unit.

OBJECTIVE III

The trainee will read and state in his own words Abraham Maslow's Human Motivation Theory in relation to creativity.

INSTRUCTIONAL ALTERNATIVES

a. Read Chapter 5, Motivation and Personality.

b. Read pg. 34-36, Setting Conditions for Creative Teaching, Smith, also pp. 246-247.

EVALUATION

Quiz at end of sub-unit

OBJECTIVE IV

The trainee will list conditions that according to authorities will foster creativity.

INSTRUCTIONAL ALTERNATIVES

a. Read from Setting Conditions for Creative Teaching, Smith. pp. 120-144 and attend discussion.

b. Read Factors that Aid and Hinder Creativity (j. P. Guilford) and Creativity by John Gowan

c. Read Rewarding Creative Thinking by Torrance with emphasis on page 319.

d. Read Creativity, Victor Lee and Phllip Williams pp. 32-36

EVALUATION

Quiz at end of sub-unit.

OBJECTIVE V

The trainee will identify and define Torrance's Tests of Imagination, Tests of Creative Writing and Language Arts and any other creativity tests which interest the trainee.

INSTRUCTIONAL ALTERNATIVES

a. Attend class and participate in some tests.

b. Read p. 324, Rewarding Creative Behavior, Torrance and
p. 166-171, Training Creative Thinking, Davis.

EVALUATION

Quiz at end of sub-unit.

OBJECTIVE VI

The trainee will demonstrate his knowledge of the creative process at the termination of the sub- unit by producing some creative work.

INSTRUCTIONAL ALTERNATIVES

a. State an idea and express it in different ways. For example, use different materials to express the same idea.

b. Start with an idea and combine it with another idea to produce something new to you.

c. Given a series of items or situations, recombine them into a more creative form.

EVALUATION

Submit work in class or individually for group and instructor approval during the fifth week.

OBJECTIVE VII

The trainee will demonstrate his knowledge of the creative process by applying it to a classroom situation.

INSTRUCTIONAL ALTERNATIVES

a. Observe in a classroom and make a list of what the trainee would consider to be creative acts of students and teachers.

b. Write a lesson plan; then revise it to become (in trainee's opinion) a more creative lesson. State your criterion of evaluation.

c. Make a list of five typical homework assignments for a specific grade; then change them so that a more creative approach to learning may take place.

EVALUATION

Self-evaluation and agreement of the instructor.

LONG TERM OBJECTIVES

1. The student will demonstrate an individual style which reflects his or her personality.
2. The student will plan and develop his own teaching materials and visual resources.
3. The student will become increasingly sensitive to the value of time and its use.
4. The student will provide a variety of materials and opportunities for experience in which his pupils may explore many areas of their choices.
5. The student will show flexibility by shifting a lesson to take advantage of the surprise element.
6. The student will constantly find new possibilities and opportunities to achieve learning goals.
7. The student will use the question and answer techniques whenever possible, rather than the traditional lecture type of teaching.
8. The student will draw all students into class discussions and activities.
9. The student will stimulate the group into the level of critical thinking with cues, hints and guidelines.
10. The student will recognize and reward original or imaginative thoughts or work of his students.
11. The student will give his students opportunity to compare many points of view on a given subject.
12. The student will provide an atmosphere which encourages inquiring, searching, manipulating, questioning, abstracting, analyzing, summarizing, outlining, generalizing and evaluating.
13. The student will be able to state his own concept of teacher effectiveness after considering such factors as individualization, interpersonal regard, creativity, group activity, planning of objectives, communication interaction, and evaluation as seen in all aspects of the course.

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INSTRUCTIONAL SUB-UNIT # 26

INSTRUCTIONAL PACKETS

GOAL:

To design learning activities so that pupils are most apt to acquire the subject matter - simulated tutorial - individualized guided instruction.

PREREQUISITE: Sub-Units #8 and #19

Knowledge about behavioral objectives and techniques for instruction - Programing.

INTRODUCTION:

Traditionally instruction has been primarily orientated toward a group or class with common assignments and specific completion dates for all students. Within recent years education has focused on developing learning experiences which are mainly self directed, self administered and scheduled at a time convenient to the learner. Such ideas as team teaching, differentiated staff, independent study, continuous progress on the use of multi-media are primarily aimed at enabling learning experiences to become more self directed. Yet, use of any of these ideas does not necessarily guarantee an individualized program.

A primary problem encountered by teachers in the production of individualized programs has been developing meaningful learning activities which utilize media and still allow self-pacing. Programed materials allow the student to move at his own rate but do not necessarily allow for differences in learning styles nor provide for a variety of learning materials and activities.

Recently several new dimensions of instruction have been developed which can help the classroom teacher develop individualized programs for her students. These new dimensions focus on a systematic learning plan adaptable to the individual students learning style. The three most common plans are the Learning Activity Package (LAP), the Westinghouse Teaching-Learning Units and Unipack. This particular sub-unit will focus on the development of self instructional packets which is a set of teaching-learning materials designed to teach a single concept and structured for individual or independent use in the classroom. Also evaluated will be the application of Bloom's Taxonomy Cognitive Domain to the planning of such a packet.

OBJECTIVE I

1. The trainee will identify the function of the following components of a system for adapting to individual guided instruction:
   - (a) Specification of objectives
   - (b) Reliable assessment procedures
   - (c) Monitoring student performance and progress
   - (d) Flexibility in space and time
   - (e) Provisions for feedback, evaluation and revision
   - (f) Self contracting

Objective I - continued

2. The trainee will identify the major advantages and disadvantages of individually guided instruction.

3. The trainee will identify individually guided instruction as a technique that may utilize:

(a)	large group	(c)	tutorial activities
(b)	small group	(d)	independent study

The trainee will be able to describe what is meant by the "classroom simulated tutorial" and unique features of that form of instruction.

INSTRUCTIONAL ALTERNATIVES

The trainee will listen to a dial access program and do background readings as necessary (lecture/discussion - optional)

Dial Access Program "What Students Learn: An Interview with Dr. R.M. Gagne" Program will be on dial access the first two weeks of each term.

Slide/cassette program "The Classroom Simulated Tutorial by W.A. Deterline" (Use attached question and note taking guide.)

Hough, J.B. and Duncann, J.K. Teaching: Description and Analysis, Chapter 8
Popham, W.J. and Baker, E.I., Systematic Instruction. Chapters 1,2,& 3
Ausubel, D.P. Educational Psychology: A Cognitive View, Chapter 7
Seidman, J.M. Readings in Educational Psychology, 2nd ed. Chapter 6
Goodlad, J. School Curriculum and the Individual, Chapter 1
Klausmeier, H.J. and Goodwin, W., Learning and Human Activities 2nd ed. Chapter 14
Berman, L.M. New Priorities in the Curriculum, Chapter 2
Anderson, R.H., Teaching in the World of Change, Chapter 3
Gluson, G.T., The Theory and Nature of Independent Learning, Chapter 2
Hough, J.B. and Duncan, J.K., Teaching: Discription and Analysis, Chapter 8

Attached Bibliography

EVALUATION

The trainee will meet in small groups to discuss the above objectives. (Group assignments will be made by the instructor.)

OBJECTIVE II

1. The trainee will define "concept" and "conceptual statement".
2. The trainee will select a particular concept and write up the particular objectives for that concept.
3. The trainee will arrange and sequence the objectives in logical and pedegogically reasonable order. (Bloom: Cognitive Domain)

INSTRUCTIONAL ALTERNATIVES

slide/cassette program:
a) Systematic Instructional Decision Making #005902
b) Analyzing Learning Outcomes #006811
(Use attached worksheets for each program)
Instructor lecture

Howes, V. M. Individualization of Instruction. Page 67-106
Gagne, R. M. The Conditions of Learning. 2nd Ed. Chapter 9
Ausubel, D. P. Educational Psychology: A Cognitive View, Chap. 9
Weigand, J. E. (ed.) Developing Teacher Competencies, Chapter 4
Curriculum Library
Hillman, M. & Bongo, J. Continuous-Progress Education: A Protocol Approach, Chapter 1
Jackson, Pat, The Writer's Lap
Smith, J.E., The Acitivity Package

EVALUATION

The trainee will select a particular concept in his field and write a list of objectives for the concept and arrange them in logical sequence. The written material will be submitted to the instructor for evaluation.

STOP: All trainees must complete the above evaluation before proceeding to the next objective.

OBJECTIVE III

The trainee will plan an individualized program to help a group of students meet a specific concept in a content area. The trainee will include in the program:
a) Rationale
b) The student terminal behavior sought
c) Self pacing
d) Reliable assessmet material (Pre and Post)
e) Provision for feedback and evaluation to the student
f) Appropriate instructional alternative

INSTRUCTIONAL ALTERNATIVES

Slide/cassette programs (all students)
a) "Individualized Instruction: Materials and Their Use"
b) "Individualized Instruction: Diagnostic and Instructional Procedures
Weigand, J.E. (ed.) Developing Teacher Competency, Chapter 4
Howe, V.M. Individualization of Instruction: A Teaching Strategy, Part III

Instructional Alternatives - Continued

Hillson, M. and Bongo, J., Continuous - Progress Education :A Practical Approach, Chapter 2
Jackson, Pat, The Writer's Lap
Smith, J.E., The Activity Package

Attached Bibliography

EVALUATION

The trainee will prepare an "activity package" meeting the specific objectives and submit to the instructor for critical evaluation. The Trainee will include at least 3 critical evaluations from his peers on his "activity package".

It is helpful when designing a presentation utilizing this set of procedures or any procedures - to imagine that your students are to be evaluated by another teacher who would at the same time, then, be evaluating your effectiveness. This imaginar teacher could use any questions, in any form he chooses, within the descriptions that you would give him of what you intended to teach. It behooves you to communicate as effectively as possible with him, and with your students.

What are the components of the classroom simulated tutorial, how are they developed, and how are they used?

a. Statement of goals:

b. Objectives:

c. Posttest questions:

d. Preliminary content outline:

e. Presentation questions (Never tell a student anything that he needs to learn without asking him a question that provides an opportunity for him to use that information immediately):

f. Lesson plan: The revised combination of the content outline and presentation questions

g. Visuals: Questions plus instructional visuals

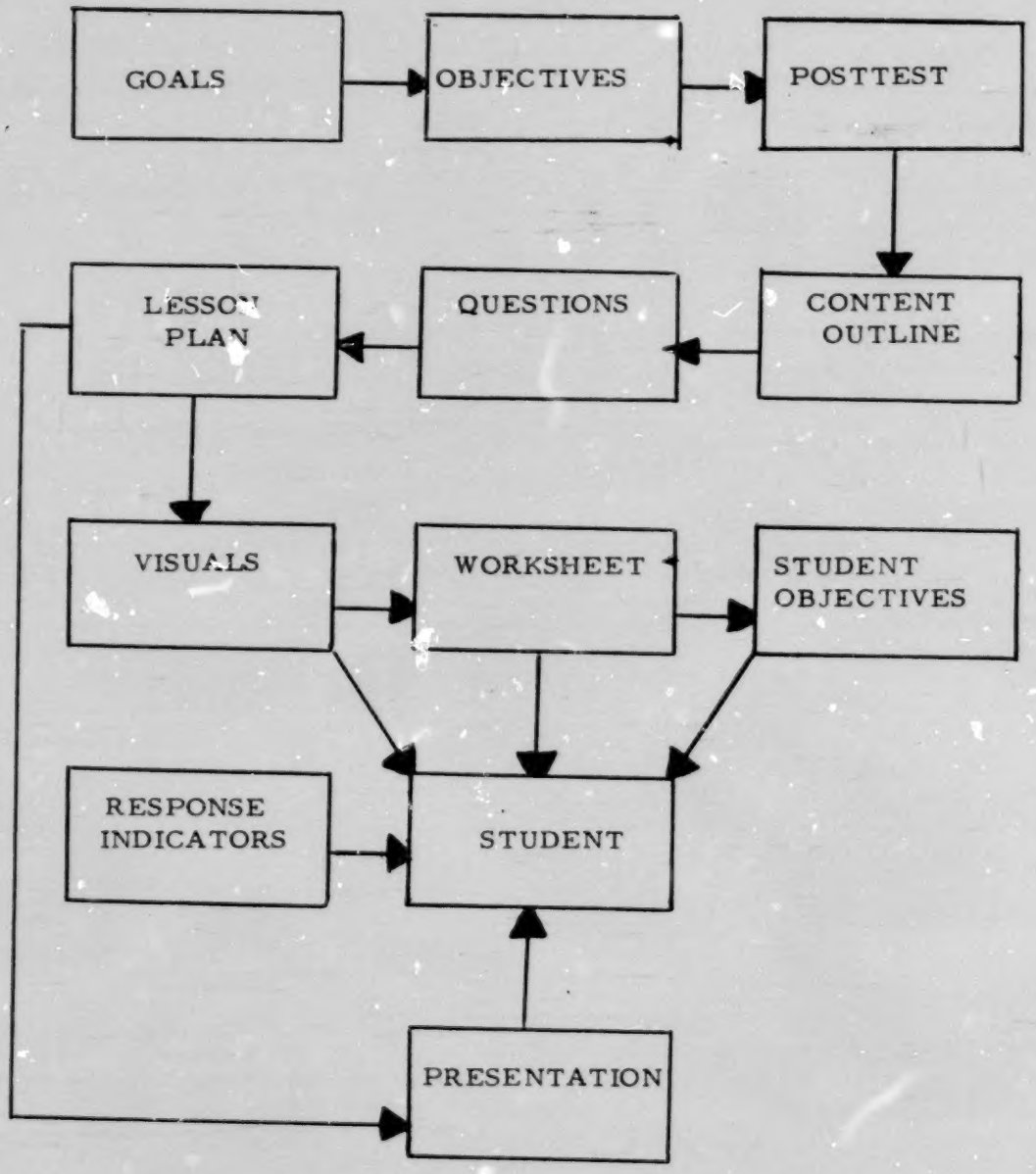
h. Student worksheet:

i. Simplified objectives for the student:

The Concept of "trouble topics":

What are the features and advantages of the "communications" or "feedback" procedures used to keep the teacher informed of progress and problems?

Your presentation, like all instructional presentations, is an experiment. What should you do with the results?


GOALS
OBJECTIVES
POSTTEST
LESSON PLAN
QUESTIONS
CONTENT OUTLINE
VISUALS
WORKSHEET
STUDENT OBJECTIVES
RESPONSE INDICATORS
STUDENT
PRESENTATION

Slide/Cassette Program # 005902

Systematic Instructional Decision Making Worksheet

1. A B

2. A B

3. A B

4. A B C D

5. _____

_____

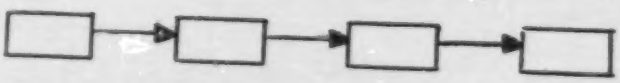
6. A B

7. A B

8. A B C

9. A B

10. A B

11. 

Cassette/Slide Program #006811

Analyzing Learning Outcomes Worksheet

1. YES NO

2. YES NO

3. _____

_____

4. _____

5. _____

6. EN ROUTE _____

ENTRY _____

7. EN ROUTE _____

EN ROUTE _____

ENTRY _____

8. ENTRY _____

FIRST EN ROUTE _____

SECOND EN ROUTE _____

THIRD EN ROUTE _____

UNIPACK BIBLIOGRAPHY

Ebensen, T., Working With Individualized Instruction

Henry, N.B., Individualized Instruction: The Sixty-First Yearbook of the National Society for the Study of Education.

Howe, V.M., Individualized Instruction in Reading and Social Studies

Gagne, R.M., Learning and Individual Differences

Searles, J.E., A System for Instruction

Ebensen, T., Working with Individualized Instruction

DeCeico, J.P., The Psychology of Learning and Instruction Educational Psychology

Popham, W.J., and Baker, E.I., Systematic Instruction

Thomas, G.I. and Crescimbeni, J. Individualizing Instruction in the Elementary School

Goodlad, J.I., School Curriculum and the Individual

Johnson, S.R. and R.B. Johnson, Developing Individualized Instruction Material

Hillson, M. & J. Bongo, Continuous-Progress Education: A Protocol Approach

Jackson, P., The Writer's Lap

Smith, J.E., The Activity Package

Glatthorn, A.A., Learning in Small Groups

Berchard, J.E., The Process of Small Groups

McNeil, J.H., Some Guidelines For Small Group Discussions

Allen, R.W. & R.L. Liss, The Individualizers

McNeill, J.E., The Multi's At Nova

INSTRUCTIONAL SUB-UNIT # 27

Curriculum-Subject Matter-Elementary Education

GOAL:

The student will acquire knowledge concerning current practices and concepts used in modern elementary schools today in the fields of math, language arts, science and social studies.

INTRODUCTION:

According to Clayton "the curriculum of a school may be thought of as all experiences provided by the school intended to influence the behavior of pupils immediately or in the future".[1] We usually think of the curriculum in terms of the informational content, the approach to instruction and the specific learning activities. Because of the amount of existing knowledge, teachers must make decisions on what information should be taught and how it should be taught. Clayton feels that content is decided upon the following basis:

1. Conceptions of the goals of human development and responsibility
2. Conception of the learning process
3. Minimum essentials
4. Courses of study by syllabi

It should be apparent that the teachers beliefs and value system in regard to curriculum selection are basic to the environment he provides in the classroom.

MATH STATEMENT:

One can see many changes in the elementary mathematics program in the past few years. The so called "new math" is built upon an increase of conceptual knowledge. Studies are taught according to a sequential developmental program which might be based on an individually perscribed program or based on a textbook. The structure of mathematics, our knowledge of how children learn and of child growth and development patterns, determines the scope and sequence of the math program.

Modern insturctional materials and the directed discovery approach have helped strengthen math programs. Today readiness and individual differences are getting much attention.

1. Clayton, Thomas, Teaching and Learning, Englewood Cliffs, N.J. Prentice Hall Inc., 1965 page 27

OBJECTIVE I.

The trainee will be able to compare four theories of teaching math using chart form. (Below is a suggested form.)

INSTRUCTIONAL ALTERNATIVES:

(a) Discussion with teachers in the school where trainee is student teaching.

(b) Individual Readings - (Note: Chapter III - Understanding and Teaching Mathematics and Theory by Hicks in The Elementary School Curriculum is an excellent source.)

EVALUATION:

Prepare chart for instructor's approval

THEORY	DEFINITION	ADVANTAGE	DISADVANTAGE
1. Drill theory			
2. Social needs theory			
3. Meaning theory			
4. Contemporary Math			

OBJECTIVE II.

The trainee will compare and contrast in written form two text series in math at any level.

INSTRUCTIONAL ALTERNATIVES:

(a) Explore materials in the school where trainee is working

(b) Explore materials in the curriculum section of the library.

EVALUATION:

Approval of instructor of written work

SCIENCE STATEMENT:

The science program in our schools has seen many changes in the past few years. We seem to be emerging from a social utility curriculum to the early stages of many new curriculas produced by scientists and educators. Most of the programs have been funded by the National Science Foundation. While each program has its unique characteristics. There are some features they all hold in common.

OBJECTIVE III.

The trainee will list similiarities and uniquenesses of the key science projects.

INSTRUCTIONAL ALTERNATIVES:

(a) Pick up hand out and make list
(b) Read The Key Projects, pages 95-106 in The New Elementary School Curriculum and make list.

EVALUATION:

Submit list for instructor's approval

OBJECTIVE IV.

The trainee will examine the New York Science Curriculum Guide and will identify the conceptual schemes around which the content is organized.

INSTRUCTION:

Write out in outline form conceptual schemes around which the substantial content is organized.

EVALUATION:

Approval of instructor of outline.

SOCIAL STUDIES STATEMENT:

The term Social Studies can be a confusing term because of the different meanings it carries for different people and the variations in emphasis among different schools. Once fragmented into separate subjects of history, geography and civics, the social studies is today a blending of many aspects from these areas. Changes in the social studies has been slow but various projects are now under way that are emphasizing key generalizations from the social sciences.

The intent of the social studies is to examine the interaction of man within his society and with his environment. Most experts feel that in the elementary school, social studies experiences should be those which will help children understand how people live and work together.

OBJECTIVE V.

The trainee will be able to identify the following terms and discuss their appropriateness in the teaching of social studies in his student teaching situation.

1. "Guided discovery"
2. "Inquiry Trainind"
3. "Convergent Thinking"
4. "Divergent Thinking"
5. "Problem Solving"

INSTRUCTIONAL ALTERNATIVES:

(a) Discuss the terms with teachers and colleagues. Then define them and relate the terms to student teaching.

(b) Use appropriate readings to assist in defining terms; then relate the terms to student teaching situation.

EVALUATION:

Approval of instructor of written work.

OBJECTIVE VI.

The trainee will examine the flow chart for the "New Social Studies program of New York and state in writing how he has seen it utilized in any elementary school program.

INSTRUCTION:

Self instruction.

EVALUATION:

Approval of instruction of written work

LANGUAGE ARTS STATEMENT:

No matter what the basic unit of organization in a school - self-contained classroom, departmentalized, ungraded or team taught, the concerns and skills of the language arts curriculum will predominate. Every content area of the elementary school curriculum is concerned with language arts skills. Children develop habits and skills of listening, speaking and observing long before they begin their formal education. Their levels of language development depend upon many things. Home background, the kind of encouragement they receive in communications with peers and parents, the types of experiences and opportunities provided them in early life and their perceptions of and reactions to this communication and experience (as well as many other factors) all contribute to a child's language arts skills. Since differences in individuals are great, the modern school makes provisions in flexibility of the curriculum.

OBJECTIVE VII.

The trainee will identify how the school where he is working utilizes the principles of child growth and development which relate to teaching language arts.

INSTRUCTIONAL ALTERNATIVES:

(a) Observe various classrooms, identify principles and list them and state how they are used in the language arts curriculum.

(b) Engage in discussions with the principal, classroom teachers, special teachers and other trainees, identify principles and list them and state how they are used in the language arts curriculum.

EVALUATION:

Approval of instructor of written work.

OBJECTIVE VIII.

The trainee will list alternative solustions for dealing with the problem of developing a program in creative writing where the child's efforts will not be submitted for marking.

INSTRUCTIONAL ALTERNATIVES:

(a) Using past experience and personal concepts developed through observation and informal discussion list possible alternatives.

(b) Use slide tape program #001608. Children Correct Their Own Work, for some ideas and list them.

EVALUATION:

Submit list for instructor's approval.

OBJECTIVE IX.

The trainee will compare the text book approach in spelling and writing programs to ones in which the teacher individualizes instruction.

INSTRUCTIONAL ALTERNATIVES:

(a) Observe spelling and writing programs during student teaching and compare (in written form) the two approaches.

(b) Review slide tape programs: Grade 2, Spelling Program #001305 or programs for Grades 5 and 6 #001507 and appropriate readings before making written comparison.

EVALUATION:

Approval of instructor of written work.

OBJECTIVE X.

The trainee will collect at least ten ideas in an index file card box on the subject matter curriculum. Note: these ideas may be used during student teaching and may continually be expanded upon in future years.

INSTRUCTIONAL ALTERNATIVES:

(a) Get ideas from observing classroom teachers.

(b) Get ideas from readings.

EVALUATION:

Checked off by the instructor.

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PROGRAMS

# 000901	Oral Language for Young Children
# 001002	Beginning Writing Grade 1
# 001103	Written Expression
# 001204	Independent Writing in Primary Grades
# 001305	Spelling Grade 2
# 001507	Spelling Grades 5 and 6
# 001608	Children Correct Their Own Work
# 001801	Maintenance of Language Skills
# 001709	Improvement of a Specific Language Skill
# 006508	A Curriculum Rationale
# 000301	Modern Math Readiness Activities
# 015001	Pattern for Improvement: A Superior

INSTRUCTIONAL SUB-UNIT #28

SECONDARY ACADEMIC CURRICULUM

GOAL: To be able to describe and explain current trends in curricula development, their rationale, and effectiveness in achieving intended results.

TERMINAL OBJECTIVE

Given a set of instructional objectives, the trainee will be able to design a curriculum to obtain these objectives and evaluate the adequacy of other curricula plans for achieving stated outcomes.

OBJECTIVE I

The trainee will become familiar with the genesis and underlying assumptions of several generally accepted curriculum plans and be able to identify the major strengths and weaknesses of each one.

INSTRUCTIONAL ALTERNATIVES

1. Attend class discussion
2. Read from selected bibliography
3. View "A Curriculum Rationale" KT2-70-006508

EVALUATION

Quiz #1

OBJECTIVE II

When observing current practices or reading descriptions of current practices, the trainee will recognize which curriculum plans or portions of them are in operation.

INSTRUCTIONAL ALTERNATIVES

+ 1. In a micro-teaching session, group discussion examining and comparing six to eight different curriculum guides.
2. Read from selected bibliography
3. Observation in student teaching centers.

EVALUATION

Self and peer evaluation

OBJECTIVE III

The trainee will observe three objectives (one cognitive, one affective, and one sensory) in the classroom from their inception and their effect on pupil learning; and report in written or verbal form on the success or failure of a change in the behavior of the pupil, as the result of having worked with the objective.

INSTRUCTIONAL ALTERNATIVES

Observation in the student teaching centers.

EVALUATION

The trainee will elaborate in written or verbal form on the degree of success the pupils had in reach each objective.

OBJECTIVE IV

The trainee will identify at least five objectives he considers important in his subject area, explain the rationale for his selection, describe what learning experiences he would provide to meet each of these objectives, and show how he would evaluate the effectiveness of the plan.

INSTRUCTIONAL ALTERNATIVES

1. Oral presentation in micro-teaching session.
2. Read from recommended texts in subject area.
3. View "Pattern for Improvement" KT2-71-015001
   "Teaching the Democratic Process IT2-71-014501
   Listen to "Foreign Languages in the Curriculum: Where, How Much, Why" 045501.

EVALUATION

Trainee will submit a written report.

BIBLIOGRAPHY

Burns, R.W. and Brook, G.D. ed., Curriculum Design in a Changing Society, Educational Technology, 1970.

Cay, D. F. Curriculum Design for Learning, 1970.

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Eurich, Alvin. High School, 1980. New York: Pitman Pub. Co., 1970.

Firth, Gerald & Kimpston, Richard. The Curricular Continuum in Perspective, 1973.

Frost, J. L. and Rowland, G. T. Curricula for the Seventies, 1970.

Frymier, J.R. & Hawn, J. C. Curriculum Improvement for Better Schools, 1970.

Gwynn, J. M. and Chase, J. B., (ed.). Curriculum Principles and Social Trends, MacMillan, 1970.

Kapfer, Miriam. Behavioral Objectives in Curriculum Development, 1971.

MacMillan, C.J.B. and Nelson, Thomas. Concepts of Teaching: Philosophical Essays.

Martin, J.R. Readings in the Philosophy of Education: A Study of Curriculum, 1970.

National Commission on the Reform of Secondary Education. The Reform of Secondary Education, 1973.

Oliver, A.I., Curriculum Improvement: A Guide to Problems, Principles, and Procedures, 1970.

O'Neill, William. Selected Educational Heresies.

Smith, Glenn and Kniker, Charles. Myth and Reality.

Taylor, Peter and Cowley, Doris. Readings in Curriculum Evaluation.

Unruh, G. G. and W. M. Alexander. Innovation in Secondary Education. New York: Holt, Rinehart & Winston, 1970.

INSTRUCTIONAL SUB-UNIT #29

PROFESSIONAL INFORMATION

GOAL: The trainee will acquire knowledge of the teaching profession and the processes of seeking employment.

(Required)

INTRODUCTION

The current drive toward increasing professionalization has placed greater demands by the classroom teacher for more professional autonomy and decision-making powers within the school systems. At present, educators are in disagreement as to the best means of attaining these goals. Some feel that the National Education Association (N.E.A.) has been providing effective leadership while others feel that the teacher's union (The American Federal of Teachers) is the only effective agent in producing change. The competition between both these organizations seems to be sharpening and whether the conflict between both these organizations will weaken professional status remains to be seen.

OBJECTIVE I

(1) To introduce the question of teaching as a profession

(2) The trainee will demonstrate knowledge about:

a) provisional certification
b) permanent certification
c) tenure
d) retirement
e) sabbatical leaves

INSTRUCTIONAL ALTERNATIVES

Each trainee will listen to recommended dial access program and do background reading as necessary. Students will participate in group discussion conducted by the instructor on the above objectives.

Dial access program - "Who is a Good Teacher" (This program will be on dial access the first two weeks of each semester)

Allen, D. W. & Hecht, J. C. Controversies in Education. Chapters 19 and 40.

Travers, J. F. Fundamentals of Educational Psychology. Chapter 15.

EVALUATION

Instructor observation of trainee's participation in group discussion

OBJECTIVE II

1. To clarify and investigate the question of teacher organizations and their function.

2. To acquire knowledge of the legal status of teaching profession.

INSTRUCTIONAL ALTERNATIVES

Each trainee should read at least five articles in current periodicals on teacher organizations, their role and the related question of the withdrawal of services by teachers and the legal rights and responsibilities of the teacher. Trainees will participate in group discussion conducated by the instructor.

Educational Index
Attached Bibliography

EVALUATION

Instructor observation of trainee participation in group discussion

Instructor developed quiz

STOP

All trainees must complete the above evaluation before proceeding to the next objective

RECYCLE:

Instructor/trainee conference

OBJECTIVE III

To become familiar with
a) applying for a teaching position
b) preparing for an interview
c) preparation of personal data

INSTRUCTIONAL ALTERNATIVES

All trainees will work with Director of Placement to complete work.

Slide/cassette program: "Elmira College Placement Office - Function and Purpose" ALL STUDENTS

Discussion notes

Attached bibliography

EVALUATION

Each trainee will submit a letter of application to the instructor and have a simulated interview with the instructor.

BIBLIOGRAPHY -- PROFESSIONAL INFORMATION

N.E.A. Mandatory Retirement Regulation for Classroom Teachers

Kinney, L. B. Certification in Education

N.E.A. Manual on Certification Requirements for School Personnel

N.E.A. Leave of Absence for Classroom Teachers

Gaulorke, W. B. Legal and Ethical Responsibilities for School Personnel

The Evaluation of Teaching. A report of the Second Pi Lambda Theta Catena

N.E.A. Opinions of the Committee on Professional Ethics

Natilicio, Luiz and others. The Teacher as a Person: A Book of Readings

INSTRUCTIONAL SUB-UNIT #32

CLASSROOM MANAGEMENT
(Required)

INTRODUCTION

Every teacher is responsible for maintaining a learning environment within the classroom and in the school. This means that a teacher attempts to maintain optimum conditions for learning to take place. The teacher can control the physical setting, the individuals involved (teacher, students, aides, and other adults), the interaction of these factors, and the social and academic activities. The teacher must maintain the physical, social and emotional climate of the classroom in such a way as to permit the accomplishment of educational objectives.

GOAL: The trainee will maintain a classroom in which learning is not impeded by physical, social, or emotional factors.

OBJECTIVE I

Given a classroom setting and desired learning outcomes, the trainee will identify the contribution of traffic, temperature, lighting, volume control, arrangement of materials, seating, activity centers, audiovisual equipment, teaching aids, walls, time of day, season of year and unexpected items to the learning environment.

INSTRUCTIONAL ALTERNATIVES

a. Read Allen and Seifman (eds.) The Teacher's Handbook Chapter 3, 4. pp. 177-188

b. View Vimcet 007114, "Discipline in the Classroom"

c. Read from:
Callahan, Successful Teaching in Secondary Schools, Chapter 20, pp. 487-509
Beauchamp, Basic Dimensions of Elementary Methods
Grambs, Car., Fitch, Modern Methods in Secondary Education. Chapter 7, pp. 138-153
Smith, Setting Conditions for Creative Teaching in the Elementary School. Chapter 8.

d. Personal observation and consultation in a classroom setting.

EVALUATION

Complete analysis sheet handed out by instructor and defend observations in class.

OBJECTIVE II

During student teaching the trainee will make optimum use of physical factors in providing classroom environment conducive to learning.

INSTRUCTIONAL ALTERNATIVES

Same as Objective I plus suggestions by student teaching supervisor and cooperating teacher.

EVALUATION

By student teaching supervisor and cooperating teacher. Eventual evaluation by performance of children.

OBJECTIVE III

Trainee will maintain a classroom in which the actions of individuals or groups do not interfere with the learning opportunities of others.

A. Trainee will practice preventive classroom control. Readings concerning the following points:

1. Teacher attitude
2. Teacher actions
3. Stress positive desirable behavior
4. Model positive desirable behavior
5. Monitor the entire classroom
6. Attend to the students as individuals
7. Stop repeated minor misbehavior and inattention without disrupting the ongoing activities
   a. Eye contact
   b. Touch and gesture
   c. Physical closeness
   d. Asking for task responses

B. Trainee will be able to apply the principles of behavior modification to an individual in the teaching situation and demonstrate a behavior change in the direction desired.

INSTRUCTIONAL ALTERNATIVES

A. Read Meacham and Wiesen, Changing Classroom Behavior

B. Read any works on Behavior Modification or Skinnerian Psychology

C. Read Neisworth, Deno and Jenkins. Student Motivation and Classroom Management

D. Read Woody, Robert. Behavioral Problem Children in the School.

E. Class discussion of behavior modification.

EVALUATION

Trainee will submit a case study on a child and have it initialed by cooperating teacher.

OBJECTIVE IV

Trainee will maintain student teaching classroom in consonance with principles of mental health to satisfaction of supervisor and cooperating teacher.

INSTRUCTIONAL ALTERNATIVES

1. Henry, Jules. On Education. Chapters 1 and 2.

2. Seminar and conferences with cooperating teacher and supervisor.

EVALUATION

Emotional climate satisfactory to cooperating teacher and supervisor at end of student teaching. Performance of students.

INSTRUCTIONAL SUB-UNIT # 33

SPECIAL SERVICES: SCHOOL AND COMMUNITY

GOAL: The trainee will recognize the teacher's role as one that serves as a coordinator of social services for students and will learn about the community and student teaching centers in which they have been assigned.

INTRODUCTION

In order for the trainee to become an effective teacher, he must know with whom he is working and what special resources are available to him.

Trainees must acquaint themselves with the total environment of the pupils in the teaching center in order to perceive the influences of the community and the hone on the school and the pupils. Understanding the pupils' perception of the world should allow the trainee to adjust his behavior so that he can function competently in the environment.

Second is an awareness of the supportive services offered in the school and how the staff is differentiated to fulfill the multiple responsibilities required of its members (professional and para-professional). The trainee should see himself as a coordinator of the services of these people and proceed to learn how best to make use of their skills to the benefit of the learner.

OBJECTIVE I

Knowledge of special services in the school and community by written or verbal descriptions (factual with no emotional comments) to the satisfaction of the instructor. The following items should be elaborated on:

1. Pupils (behaviors, language, dress, attitudes toward schooling, attendance, problems, needs, formal organizations, publications, power, sub-cultures, extra-curricular activities, recreation, physical education, home life, socio-economic status, travel to and from school, unusual projects, etc.)

2. Special services (library, health (mental and physical), counseling, speech therapy, learning disabilities, audio-visual, fine arts, para-professional, cafeteria, fire prevention, supporting staff (secretaries, custodians, etc.), vocational training, other differentiated staffing, community resources, student teachers, student aides, etc.

It is suggested that trainees collaborate to obtain this information.

INSTRUCTIONAL ALTERNATIVES:

A) Introduction to School and Community for Prospective Teachers on reserve or in the bookstore.

B) See bibliography (especailly those items on para-professionals and other supportive services).

EVALUATION:

The trainee will either submit a written report or schedule a conference with the instructor which will be evaluated on the following criteria: (1) the report must be factual, with no personal value judgments (2) the report must include the items listed in the objective.

STOP:

All trainees must complete the above evaluation before proceeding to the next objective.

OBJECTIVE II:

The trainees will elaborate in written or verbal form on the information found in objective I telling what problems they see in the pupils and special services, giving as many alternatie solutions to those problems as possible.

INSTRUCTIONAL ALTERNATIVES:

None

EVALUATION:

All the trainees involved in this sub-unit will discuss the objective, sharing the problems they identify and their alternate solutions.

Bibliography

Reserve reading list for Supporting Services . All on reserve in the Library.

Barbee, Don, Differentiated Staffing: Expectations and Pitfalls

English, Fenwick, ET TU, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff.

Haberman, Martin, The Essence of Teaching: A Basis for Differentiating Roles

Ryan, Kevin A., A Plan for a New Type of Professional Training for a New Type of Teaching Staff

Shank, P., Paraprofessionals

Sharpe, Donald M., Studying Teacher Classroom Behavior to Determine How Paraprofessionals Can Help in the Classroom

Reading List for Community Observation. All books are on Reserve in the Library unless otherwise indicated.

Havighurst and Nebgarten	Society and Education, "Peninsula People"? pp. 3-19;"Adolescent Subculture and Academic Achievement pp.109-115; "The School in its Power Environment; pp.165-17 "The Teachers Take a Birching" pp.186-191
Dorothy Lee	Freedom and Culture
Horetnse Powdermaker	Stranger and Friend
Rudman and Featherstone	Urban Schooling
Daniel Shreiber	Profile of a School Dropout
Robert Thomas	Individual Differences in the Classroom, Chapters 1,6.
Weller	Yesterday's People
Thomas Rhys Williams	Field Methods in Study of Culture

Reserve Reading List for Classroom Observation, All books are on Reserve in the Library

Roger Barker	One Boy's Day
Bruce Biddle	Contemporary Research on Teacher Effectiveness.
N.L. Gage	Handbook of Research on Teaching, Chapter "Measuring Classroom Behavior by Systematic Observation"
Phil Jackson	Life in the Classroom
Harold Larrabee	Reliable Knowledge
Webb, Cambell, Schwartz	Unobtrusive Measures
Gardne · Lindzey	Handbook of Social Psychology Vol. II

ERIC Descriptions:

Administration
Attitudes
Behavior
Counseling
Culture
Employment
Facilities
Handicapped, Health & Safety, Library Science, Occupations, Opportunities, Organizations, (Groups), Personnel and Groups, Race Relations, Sociology

ERIC Descriptor Listing of Paraprofessional School Personnel:

School aides
Teacher aides
Teaching assistants
School personnel
Auxiliary laborers
Nonprofessional personnel
Student teachers
Subprofessionals
Teacher interns
Volunteers

INSTRUCTIONAL SUB-UNIT #34

USE OF REFERENTS AND ORGANIZING CENTERS

GOAL:

To provide the skill for the trainee to develop focal points for instruction through the use of referents and organizing centers.

TERMINAL OBJECTIVES:

Given an instructional task appropriate for the pupils, the trainee will demonstrate the use of a referent to achieve pupil-to-pupil discussion at a mastery level of both participation and quality.

INTRODUCTION

Contemporary instruction increasingly places demands on teachers which cause them grave frustration and personal dissatisfaction. Students complain of boredom and irrelevant materials. Reading is becoming a chore that is being avoided. And yet, most students, either through personal travel or from long hours with television possess a vast amount of superficial knowledge. The concerned teacher recognizes that if she could turn on her students, or better yet, get them to risk releasing what they know, she could improve the instruction in her classroom. The concepts of the referent and the organizing center are tools which will assist the teacher in her task.

OBJECTIVE #1

To define a referent according to A. D. Woodruff.

INSTRUCTION

1. Read Chapter 5 in A. D. Woodruff's Basic Concepts of Teaching.
2. Lecture

EVALUATION

Subsequent objectives.

OBJECTIVE #2

To define an organizing center according to John Goodlad.

INSTRUCTION

1. Read John Goodlad, Planning and Organizing for Teaching, NEA
2. Lecture

EVALUATION

Subsequent objective

OBJECTIVE #3

Using a group of at least 6 peers as pupils or learners, the trainee will select an appropriate instructional task and referents suitable for the task.

INSTRUCTION

Demonstrate in a mini-lesson

EVALUATION

An observer will record the amount of participation of the learner and make a judgement on the quality of participation. Mastery level will be required, and the trainee will re-cycle if mastery level is not achieved.

INSTRUCTIONAL SUB-UNIT #38

Knowledge of Career Education

GOAL:

To provide knowledge and comprehension of Career Education as defined in the Comprehensive Career Education Model for use as the organizing center for instruction in the public schools.

INTRODUCTION:

Career education is continuous and open-ended preparation for life. It is an effort to center school curriculum around a career-oriented core. The emphasis is on making education more relevant and meaningful in each student's life situation. By incorporating exposure to a variety of fields, introspective investigation, training and decision making, each student is assisted to make reasonably realistic goals.

Career education provides for individual differences and the development of positive and realistic self-concepts recognizing that the individual must also function within a group. It actively involves all community groups affected by education including business and industry, labor, government, teachers, parents, and students.

TERMINAL OBJECTIVE:

Each student will identify and define the eight elements in the Comprehensive Career Education Model and develop a rationale, drawn from societal needs, for the infusion of these elements into the curricula of the schools.

INSTRUCTIONAL STRATEGIES:

1. The CCEM model.
2. The film "Who Am I?"
3. Regents paper #11.
4. Trio Discussion.
5. CIOE Pre and Post Test.
6. Visits to local classroom s with career education infused into the curriculum.
7. Class lectures

INSTRUCTIONAL SUB-UNIT #39

APPLICATION OF THE COMPREHENSIVE CAREER EDUCATION MODEL

GOAL:

The trainee will develop materials for the presentation of conceptual framework of the CCEM with learners.

INTRODUCTION:

Instructional Sub-Unit #38 is a prerequisite to successful completion of Instructional Sub-Unit #39.

TERMINAL OBJECTIVE:

Given an instructional task relating to Career Education appropriate for the pupils, the trainee will demonstrate the use of Career Education concepts as organizing centers in a real or simulated mini-lesson with pupils achieving mastery of the material which is presented.

INSTRUCTION:

Trainees will meet in groups to develop the instructional tasks and then demonstrate in a mini-lesson the terminal objective.

EVALUATION:

Trainee will measure pupil's achievement and re-cycle until mastery is achieved

INSTRUCTIONAL SUB-UNIT #40

STUDENT TEACHING AS PROBLEM SOLVING

** 6 Sub-Units

INTRODUCTION

As will become clearer to you this semester, the job of the classroom teacher consists of a series of problems for which he must find effective solutions. It seems logical to look at this period of time--your student teaching experience--in terms of a problem for you the teacher/learner, and to evaluate your performance, in part, in terms of how well you apply effective problem-solving techniques to your situation.

GOAL: The trainee will demonstrate effective problem solving through his work in the classroom. The pupils in the classroom will successfully identify and solve learning problems.

TERMINAL OBJECTIVE

Upon completion of the student teaching experience, the trainee will have demonstrated successful problem solving by:

a) Setting learning objectives for children and having 90% of them accomplish 90% of the objectives.

b) Identifying a problem--non instructional--and developing and carrying out the successful resolution of the problem.

OBJECTIVE I

The trainee will define the steps central to effective problem solving in sequence so that they agree with instructor's knowledge or any reference work on problem solving.

INSTRUCTIONAL ALTERNATIVES

1. Attend seminar discussion

2. Read Problem Solving steps obtained from instructor.

EVALUATION

Written or oral communication with instructor.

OBJECTIVE II

In a simulated situation the trainee will develop a plan to solve a problem.

INSTRUCTIONAL ALTERNATIVES

1. Participate in simulation exercise

EVALUATION

Instructor determined successful completion of exercise

OBJECTIVE III

With the cooperation of the classroom teacher, the trainee will identify a classroom instructional problem, develop, test and evaluate a solution to that problem so that the classroom teacher agrees that a success level of 90% was obtained.

INSTRUCTIONAL ALTERNATIVES

1. Classroom student teaching
2. Student teaching seminar

EVALUATION

Self and classroom teacher agreement on the 90% success of the solution.

OBJECTIVE IV

With the cooperation of the classroom teacher, the trainee will identify a school non-instructional problem, develop, carry out and evaluate a strategy designed to resolve the problem so that the classroom teacher agrees that the problem has been successfully resolved.

INSTRUCTIONAL ALTERNATIVES

1. Student teaching
2. Student teaching seminar

EVALUATION

Classroom teacher's agreement that the problem has been successfully resolved as planned.

OBJECTIVE V

With the cooperation of the classroom teacher, the trainee will identify learning problems, develop solutions, carry out plans and evaluate success as they relate to an entire classroom of children and a series of concepts, so that 90% of the children accomplish 90% of the objectives related to the concepts.

INSTRUCTIONAL ALTERNATIVES

1. Student teaching
2. Student teaching seminar

EVALUATION

College, supervisor, classroom teacher and trainee agreement on successful accomplishment of criteria.